DOCUMENT RESUME

ED 319 645 SO 020 776

AUTHOR	Blevins, Kim, Ed; Durksen, Virginia, Ed.
TITLE	Social Studies 20 and Social Studies 23. Interim Teacher Resource Manual.
INSTITUTION	Alberta Dept. of Education, Edmonton. Curriculum Support Branch.
PUB DATE	89
NOTE	215p. Filmed As Received by ERIC. Headers Partially illegible. BEST COPY AVAILABLE.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	*Course Content; Course Objectives; Course Organization; Environmental Education; Foreign Countries; *Global Approach; High Schools; Instructional Development; *Learning Activities; Resource Materials; Secondary Education; Secondary School Curriculum; *Social Studies; Student Evaluation; Teaching Guides
IDENTIFIERS	*Alberta

ABSTRACT

This teacher resource manual is a support document developed to assist teachers responsible for implementing the new (1989) Social Studies 20 and Social Studies 23 courses in Alberta, Canada. Following a brief introduction, the first section of the manual contains information on teaching social studies, discussing goals and objectives, teaching strategies, meeting student needs, and using technology in the classroom. Planning for instruction is the topic of the second section, which contains information on evaluation strategies, criteria, and instruments and techniques, and provides guidelines for planning the course on three levels: daily lesson plans, unit plans, and long-range course plans. The third section makes up the bulk of the document and contains eight organizational models plus numerous exercises and activities. These eight models deal with four topics: (1) "Development and Interaction of Nations: Nineteenth-Century Europe"; (2) "Interdependence in the Global Environment"; (3) "The Growth of the Global Perspective"; and (4) "Challenges in the Global Environment." Appendices provide social studies skill development charts that might be useful to teachers using this manual, as well as a goals statement for Alberta Education, a scope and sequence outline for all grades, and a governmental statement on developing desirable personal characteristics. (JB)

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INTERIM TEACHER RESOURCE MANUAL

SOCIAL STUDIES 20

AND

SOCIAL STUDIES 23

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4

ACKNOWLEDGMENTS

Alberta Education expresses its appreciation to those individuals who assisted in the development and production of this Teacher Resource Manual.

The development of the organizational models and activities was carried out by the following Senior High School Social Studies teachers.

Joanne Biegun	Calgary S.D. #19
Matt Christison	Calgary S.D. #19
Nancy Pelkey	Calgary S.D. #19
Bob Pollock	Calgary S.D. #19

Special thanks to Doug Burns, Program Developer, Curriculum Support Branch, for managing the development of this Teacher Resource Manual.

This curriculum document was prepared in the Curriculum Support Branch, Alberta Education.

Keith Wagner, Director
Merv Thornton, Associate Director
Alexandra Hildebrandt, Program Coordinator

Desktop Publishing

Eileen Boyd
Teresa Hansen
Tania Pander
Dianne McAvoy
Ruby Watmough

Editors

Kim Blevins
Virginia Durksen

TABLE OF CONTENTS

Acknowledgments iii

List of Evaluation Samples viii

INTRODUCTION 1

TEACHING SOCIAL STUDIES

A. Social Studies Program Objectives 3
  1. Knowledge 3
  2. Skills 4
  3. Attitudes 5
B. Fundamental Goals: Thinking and Responsible Citizenship 7
  1. Critical and Creative Thinking 8
  2. Inquiry Strategies 9
  3. Linking Skills to Thinking and Inquiry Strategies 14
  4. Linking Social Studies and Thinking 15
C. Teaching Strategies 16
D. Meeting Students' Needs 20
E. Technology in the Social Studies Classroom 20

PLANNING FOR INSTRUCTION

A. Planning 23
B. Evaluation 24
  1. Evaluation Strategies 25
  2. Evaluation Criteria 26
  3. Evaluation Instruments and Techniques 27
C. Planning for the Course 30
  1. Elements of a Long-Range Course Plan 30
  2. Elements of a Unit Plan 31
  3. Elements of a Daily Lesson Plan 36

STRATEGIES AND ACTIVITIES 37

Social Studies 20 – The Growth of the Global Perspective 38

Topic A – Development and Interaction of Nations: Nineteenth-Century Europe . . 39

Organizational Model 20A-1: Chronological Model 40

Activities

1. Opener: Defining Nationalism 42
   Alternative Opener: "Starpower" Simulation 44
2. Journal Entries 45
3. Graphing: The Impact of Industrialization on Society 47
4. Role Playing: Who Was Responsible for World War I? 49
5. Closure: Treaty of World Peace 56

Organizational Model 20A-2: Thematic Inquiry Model 58

Activities

1. Opener: The Creation of an Ideal Society 60
2. Brainstorming: Reasons Behind a Revolution 62
3. Analysis of New Ideologies 64
   Alternative: Semantic Webbing: The Reasons for Imperialism 67
4. Historical Interviews 69
5. Closure: Resolving the Issue 71

Topic B – Interdependence in the Global Environment 73

Organizational Model 20B-1: Alternative Futures 74

Activities

1. Opener: Future Gazing 76
2. Interdependence in the World 79
3. Evaluating Criteria for Measuring Quality of Life 80
4. Presentations on Approaches to Economic Development 82
5. Closure: Take Action Project 87
   Alternative Closure: Computer Simulation – "Decide Your Excellency" 90

Organizational Model 20B-2: A Seminar Approach 96

Activities

1. Opener: Simulation Game 98
2. Library Orientation for Seminar Research 100
3. Global Diversity: Map Work 103
4. Developing a Definition of Quality of Life 106
5. Closure: Model United Nations General Assembly 107

Social Studies 23 - The Growth of the Global Perspective 110

Topic A - The Development of the Modern World 113

Organizational Model 23A-1: Conceptual Model 114

Activities

1. Opener: Role Play/Picture Analysis 116
2. Timelines of Significant Events in Nineteenth-Century Europe 119
3. Evaluating Equality in a Society 121
   Alternative: Guest Speakers on the Impact of Demands for Social Equality 123
4. Detecting Errors in Thinking 124
5. Closure: The Responsible Global Citizen - Dream or Reality? 126

Organizational Model 23A-2: Group Oriented Problem-Solving Model 128

Activities

1. Opener: Problem Identification 130
2. Research into Current Nationalism 132
3. Examination of the Impact of Industrialization: A Case Study of Imperialism 135
4. Developing Group Participation Skills: Cooperative Group Work on Social Stratification in Pre-revolutionary France 138
5. Closure: Creation of an Egalitarian Society 142

Topic B - Challenges in the Global Environment 145

Organizational Model 23B-1: Case Study Model 146

Activities

1. Opener: World Mapping Overview to Develop Generalizations on Global Diversity 148
2. Concept Attainment: Quality of Life 152
3. Detecting Fact, Opinion and Bias 153
4. Case Study Retrieval Chart 156
5. Closure: Newspaper Feature Article 158

Organizational Model 23B-2: Key Question Model 164

Activities

1. Opener: Developing a Global Perspective 166
2. Previewing a Textbook 170
3. Relationships Among Factors Influencing Quality of Life - Graphing 172
4. Learning Stations: The Effect of Environmental Situations on Quality of Life 174
5. Closure: Assessment of Direct Aid Agencies 182

Learning Resources 185

Appendices

I Scope and Sequence 187
II Social Studies 10/20/30 Skill Development Chart 191
III Social Studies 13/23/33 Skill Development Chart 203
IV The Goals of Basic Education for Alberta 213
V Developing Desirable Personal Characteristics 215
VI Other Helpful Sources 217

LIST OF EVALUATION SAMPLES

Debate (20A-1) 55

Debate Model U.N. (20B-2) 109

Extended Written Response Primary Trait Scoring (23B-1) 160-162

Graphs (20A-1) 48

Group Presentation (20A-2) 70

Group Presentation Oral Presentation (20B-1) 86

Group Work Self-Evaluation (23A-2) 137

Group Work Peer Evaluation(23A-2) 137

Learning Stations Holistic System (23B-2) 181

Oral Presentation (20B-1) 84

Project (23A-2) 143

Project Evaluation Form Student-Teacher Evaluation (23B-2) 169

RAFT Writing Assignment (20A-2) 65

RAFT Writing Assignment (20B-1) 88-89

Research Assignment (23A-2) 134

Timelines (23A-1) 120

INTRODUCTION

Provincial implementation of the new Social Studies 20 and Social Studies 23 programs will commence in September 1989. Copies of the *Interim Program of Studies* outlining the goals, philosophy, rationale and prescribed content for Social Studies 20/23 were sent to all schools in June 1989.

This *Interim Teacher Resource Manual* has been developed to assist teachers in implementing the new Social Studies 20 and Social Studies 23 courses. It provides suggestions for organizing, teaching and evaluating the new program and provides additional information about the program. This support document should be used in conjunction with the *Interim Program of Studies* for Social Studies 20 and Social Studies 23.

The new program was designed to provide more specific content, as is evident in the program of studies. Other important features of the new social studies program are noted below.

- The number of required credits in social studies has increased from 10 to 15 for both a General High School Diploma and an Advanced High School Diploma.
- A new Social Studies 13-23-33 sequence has been introduced to meet the learning needs of students who require alternate strategies in acquiring knowledge, skills and positive attitudes.
- The program has been organized around topics to allow for more flexibility in organizing the program.
- Increased emphasis has been placed on critical and creative thinking skills in the high school social studies program.
- Use of a variety of inquiry strategies is encouraged. At least one question and one issue must be addressed in each topic of study.
- Objectives are organized under knowledge, skills and attitudes, with equal weight given to knowledge and skills for formal evaluation; attitudes are to be informally evaluated.
- A provincial Integrated Occupational Program will include two three-credit social studies courses beginning in 1990.

Eight organizational models and numerous exercises and activities have been included in this manual to illustrate coverage of the course objectives. The TRM is not a series of self-contained teaching units for each topic. It does not include all the exercises and activities necessary to cover all the social studies objectives. The manual includes numerous appropriate examples of the kinds of activities that can be used to develop some of the program objectives.

Opening activities are suggested for each model, as are other activities and closing exercises. Organizers and activities found in the other topics and in the other social studies courses can be adapted to meet the needs of your students for studying the topic. These materials should be integrated with other support resources at the Social Studies 10 and 13 and Social Studies 30 and 33 levels, so that more support resources are available as the new social studies courses are introduced.

TEACHING SOCIAL STUDIES

A. SOCIAL STUDIES PROGRAM OBJECTIVES

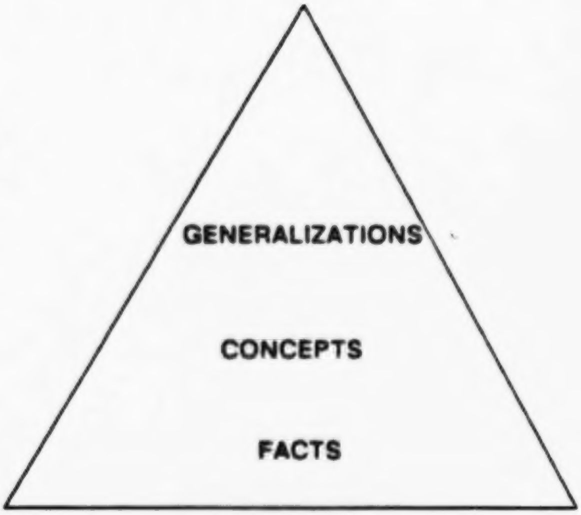
The "responsible citizen" is one who is knowledgeable, purposeful, and makes responsible choices. Responsible citizenship includes:

- understanding the role, rights and responsibilities of a citizen in a democratic society and a citizen in the global community (**knowledge**)
- participating constructively in the democratic process by making rational decisions (**skills**)
- respecting the dignity and worth of self and others (**attitudes**).

Social studies is organized around knowledge, skill and attitude objectives. These objectives should not be addressed separately or sequentially but should be integrated to reflect and meet the overall program goal of responsible citizenship.

1. KNOWLEDGE

KNOWLEDGE - **INFORMATION THAT A PERSON ACQUIRES THROUGH EXPERIENCES.**



Knowledge objectives for social studies topics are organized through generalizations, concepts and facts. Facts and generalizations can be statements; generalizations are less specific than facts and have broad applicability. The interdisciplinary approach of social studies emphasizes generalizations, concepts and facts drawn from history, geography, economics and other social sciences.

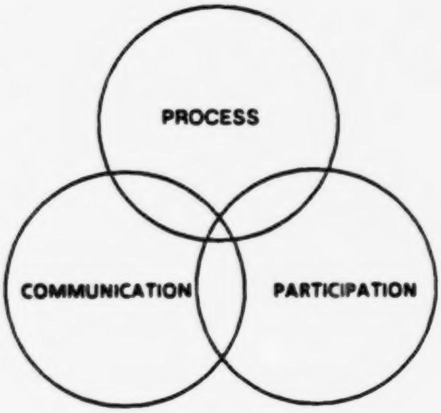
Generalization - A rule or principle that shows relationships between two or more concepts.

Concept - An idea or meaning represented by a word, term or other symbol that stands for a class or group of things.

Fact - A part or piece of information that applies to specific situations; for example, specific statements about people, things, events or ideas.

2. SKILLS

- **SKILLS – ABILITIES OR TECHNIQUES GAINED BY PRACTICE OR EXPERIENCE.**



The ability to solve problems and make decisions, to read, listen, view, speak and write effectively, and to work with others, contributes to the development of citizens who are sensitive to and respect the views of others. The skills are described in a format designed to clarify the objectives of social studies. This format does not reflect the way students acquire and use these skills, nor does it reflect the way these skills should be taught. The categories and the skills within the categories are interrelated. It is expected that the teacher will teach them in an integrated fashion so that the relationships between and among these skills will be understood and applied by the students. (See Skill Development Charts – Appendices II and III.)

Process Skills – skills that help one acquire, evaluate and use information and ideas
- locating/interpreting/organizing
- analysing/synthesizing/evaluating

Communication Skills – skills that help one express and present information and ideas
- speaking
- displaying and demonstrating
- writing

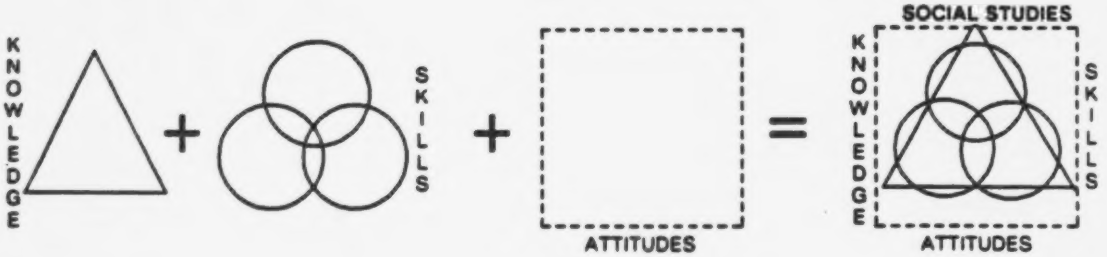
Participation Skills – skills that help one interact with others
- intrapersonal
- interpersonal relations
- group process and discussion

3. ATTITUDES

ATTITUDES - **THOUGHTS OR FEELINGS THAT A PERSON DEVELOPS FROM BELIEFS, VALUES AND EXPERIENCE WHICH INFLUENCE BEHAVIOUR OR ACTION.**

Honest
Fair/Just
Kind
Tolerant
Forgiving
Loyal
Committed to democratic ideas
Thinks critically
Open-minded
Appreciative
Intellectually curious
Creative
Cooperative
Accepting
Attentive
Industrious
Possesses a strong sense of self-worth

Attitudes are evident in the way individuals react to events and situations. Students' actions reflect their attitudes. The development of attitudes is part of the development of essential personal characteristics.The more important attributes which schools should foster are indicated in "Developing Desirable Personal Characteristics" (see Appendix V). While schools are expected to promote positive attitudes in order to prepare students for life, social studies, with its goal of preparing students for responsible citizenship, has a special role in developing constructive attitudes. Teachers should take this into consideration when selecting or preparing classroom activities. The attitude objectives are related to the knowledge and skill objectives and are not intended to be developed separately. Attitude objectives should be incorporated into the instructional process and a students' progress assessed, but performance on attitude objectives should not be used as part of the summative evaluation used for the calculation of grades. The general examples given in the program of studies and the objectives established for each topic of study will assist teachers in understanding the nature and purpose of attitude objectives.



The social studies program objectives are **prescribed**. They must be included in the planning of course and classroom instruction. The knowledge, skill and attitude objectives are closely interrelated. Frequently, certain attitudes are a necessary precondition for skill development and knowledge acquisition. The teacher's role is to provide experiences and design activities that meet all three objectives – knowledge, skills and attitudes. Skills and concepts are linked together in questions to guide the study of topics. The challenge is to focus on thinking as a central goal, through planned instruction.

Values are still an integral part of the knowledge, skill and attitude objectives of the social studies program. Values have been organized and incorporated into the curriculum in a manner different from that of the values section of the 1981 social studies program.

Values are fundamental ideas about what is important in life; they are the standards of conduct by which individuals, groups and nations think, act and make judgments. By its very nature, the social studies curriculum includes issues involving values. In order to understand why people act the way they do, one has to examine their underlying reasons for action, including the values which motivate them.

In the new program, the development of understanding of values (identification, definitions, descriptions) is incorporated in the knowledge objectives. The development of values competencies (analysis and decision making) is incorporated in the skill objectives. The development of attitudes related to values is obviously incorporated in the attitude objectives.

B. FUNDAMENTAL GOALS: THINKING AND RESPONSIBLE CITIZENSHIP

Responsible citizenship is the ultimate goal of social studies. Basic to this goal is the development of students' abilities to think clearly. Thinking strategies and skills are an essential part of social studies.

In an open and democratic society where individuals make informed choices about their own actions and the actions of society, reflective thinking is part of citizen participation. Students need to be involved in gathering, examining, organizing, analysing and evaluating information to develop conclusions or solutions and deciding what actions to take.

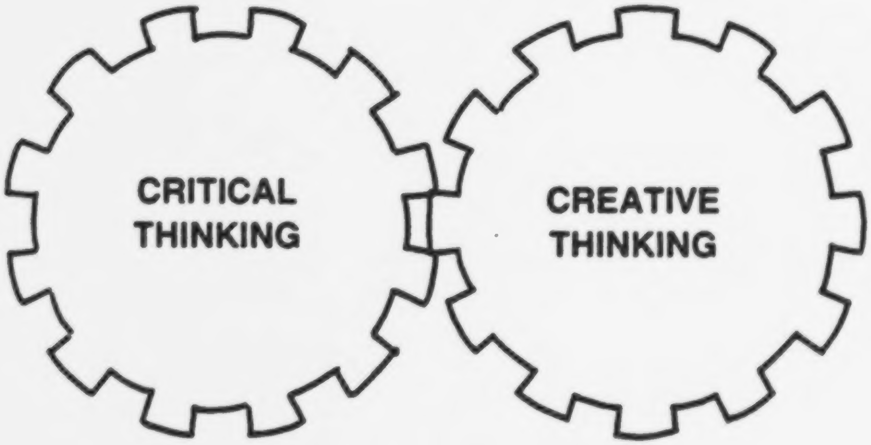
Problem solving and decision making involve students in complex thinking processes. Facts and concepts can never be completely separated from the values and attitudes of individuals. We live in a complex world where problems and issues have to be addressed and resolved.

1. CRITICAL AND CREATIVE THINKING

Critical Thinking	Creative Thinking
The process of determining the authenticity, accuracy and worth of information or knowledge claims. It consists of a number of strategies each of which to some degree combines analysis and evaluation.	The process of producing novel and insightful approaches and ideas.

Critical thinking is a process of analysing and evaluating claims, conclusions, definitions, evidence, beliefs and actions. This process can involve the use of criteria to make judgments about the past, present and future. It is not a single activity or skill. While it may be involved in, it is not synonymous with problem solving, decision making or Bloom's taxonomy. What distinguishes critical thinking from other thinking strategies is the purpose to which it is put, to evaluate the importance of an idea.

Creative thinking emphasizes divergent thinking and the production of new and original ideas. We value its importance for producing new knowledge, innovations and artistic expressions.



Critical and creative thinking are not viewed as mutually exclusive but, rather, as complementary.

16

Critical and creative thinking (judging and producing ideas) consist of a number of strategies using various skills. Some of the skills are listed below.

CRITICAL THINKING SKILLS

- Distinguish between facts and opinions
- Determine the reliability of information
- Determine the accuracy of information
- Distinguish relevant from irrelevant information
- Detect bias, stereotyping, clichés and propaganda
- Identify assumptions
- Identify ambiguous statements
- Recognize inconsistencies in a line of reasoning
- Determine strength of an argument
- Consider and assess a variety of alternatives before forming an opinion or making a decision

CREATIVE THINKING SKILLS

- Reassess ideas and approaches
- Identify new ways of doing things
- Combine the best from the old and the new
- Organize ideas in new ways
- Express thoughts and feelings in original ways

2. INQUIRY STRATEGIES

Inquiry is a strategy used to seek information about a question, a problem or an issue (using process, communication and participation skills).

Problem – any situation for which a solution is desired.

Issue – a matter of interest about which there is significant disagreement. The disagreement can involve matters of fact, meaning or values.

Problem Solving

is a strategy of using a variety of skills to answer a question or solve a problem.

who, why, what
where, when, how

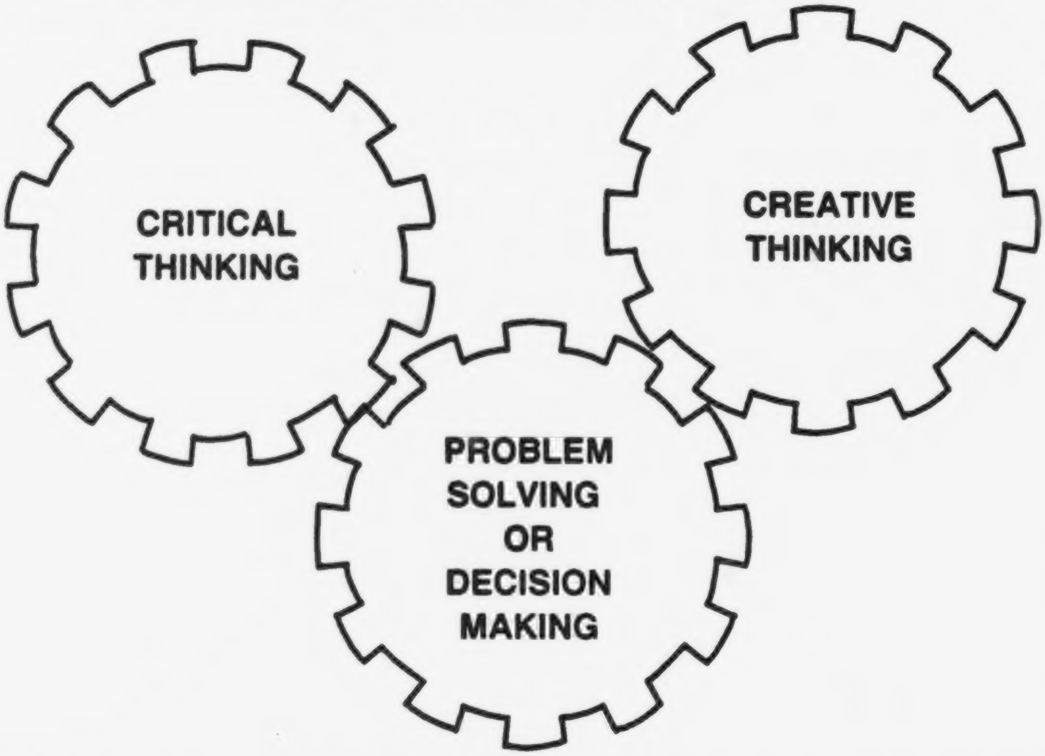
Decision Making

is a strategy of using values and a variety of skills to determine a solution to a problem/issue that involves a choice and that requires a decision for action.

should, how should,
to what extent should

In a sense, problem solving may be thought of as "knowledge" inquiry, while decision making is "making choices" inquiry. Problem solving involves understanding and explaining the world. Decision making involves considering alternatives and resolving issues. Students are required to select the best course of action in a complex situation. The emphasis in problem solving is "what is," while in decision making the emphasis is "what ought to be." While both inquiry strategies lead to new knowledge, skills and attitudes, decision making leads to action which may involve the student personally.

Critical and creative thinking are used in these two inquiry strategies.



The following inquiry strategies can be expanded, modified or combined to suit specific topics, disciplinary emphasis, resources and student maturity.

A MODEL FOR ANSWERING QUESTIONS OR SOLVING PROBLEMS

Define a question/problem
Develop questions or hypotheses to guide research
Gather, organize and interpret information
Develop a conclusion/solution

Conclusion – a statement of knowledge developed as an answer to a question or problem about a specific situation.

A MODEL FOR MAKING DECISIONS

Identify an issue
Identify possible alternatives
Devise a plan for research
Gather, organize and interpret information
Evaluate the alternatives using collected information
Make a decision; plan or take action consistent with the decision (if desirable and feasible)
Evaluate the action plan and decision-making process

SAMPLE PROCEDURES AND QUESTIONS TO BE USED WITH A MODEL FOR ANSWERING QUESTIONS OR SOLVING PROBLEMS

DEFINE A-QUESTION/PROBLEM

- Clarify the question/problem
  - What are the elements of the question/problem and how are they connected?
- Review what is already known about the question/problem
  - What is known? Unknown?
- Make it manageable
  - Narrow (limit) it to specific area or focus.

DEVELOP QUESTIONS OR HYPOTHESES TO GUIDE RESEARCH

- Develop a mental image of the problem (framework) and its solution
  - State hypothesis.

- What are the questions that need to be answered?
  - What are we looking for?
  - What is the cause?
  - Who or what is involved or affected?
  - How should key terms be defined?
  - What information is needed?

- What are the possible sources and location of information? (print, non-print, interviews, surveys)

GATHER, ORGANIZE AND INTERPRET INFORMATION

- Locating/Interpreting/Organizing
  - Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.
  - Differentiate between main and related ideas.
  - Identify points of view expressed in cartoons, pictures, photographs.
  - Identify relationships among variables within charts, graphs and tables.
  - Identify and critically evaluate the relationship among the purposes, message and intended audience of visual communications.
  - Read and interpret maps.
  - Make notes (jotting, point form, webbing) that outline the main and related ideas from reading and while listening and observing.

DEVELOP A CONCLUSION/SOLUTION

- Analysing/Synthesizing/Evaluating
  - Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory; detect bias.
  - Draw conclusions.
  - Categorize information to develop concepts.
  - Make generalizations by stating relationships among concepts.
  - Evaluate answer, conclusion or solution to see if it is appropriate.

NOTE: These procedures should not be applied in rigid, lock-step sequence.

SAMPLE PROCEDURES AND QUESTIONS TO BE USED WITH A MODEL FOR MAKING DECISIONS

IDENTIFY AN ISSUE

- Clarify the question·problem
  - What are the elements of the issue and how are they connected?
  - What are the related questions or issues?
  - What values are involved?
  - What value positions can be identified?

- Review what is already known about the issue
  - What is known? Unknown?

- Make it manageable
  - Narrow (limit) it to specific area or focus.

IDENTIFY POSSIBLE ALTERNATIVES

- What are the choices?
- What points of view are at work?
- Are there rules, laws and principles to consider?

DEVISE A PLAN FOR RESEARCH

- What are the questions that need to be answered?
  - What are we looking for?
  - What is the cause?
  - Who or what is involved or affected?
  - Who is making what arguments?
  - How should key terms be defined?
  - What information is needed?
  - What will happen if nothing is done?

- What are the possible sources and location of information? (print, non-print, interviews, surveys)

GATHER, ORGANIZE AND INTERPRET INFORMATION

- Locating Interpreting Organizing
  - Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.
  - Differentiate between main and related ideas.
  - Identify points of view expressed in cartoons, pictures, photographs.
  - Identify relationships among variables within charts, graphs and tables.
  - Identify and critically evaluate the relationship among the purposes, message and intended audience of visual communications.
  - Read and interpret maps.
  - Make notes (jotting, point form, webbing) that outline the main and related ideas from reading and while listening and observing.

SAMPLE PROCEDURES AND QUESTIONS TO BE USED WITH A MODEL FOR MAKING DECISIONS (cont'd)

EVALUATE THE ALTERNATIVES USING COLLECTED INFORMATION

- Analysing/Synthesizing/Evaluating
  - Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory; detect bias.
  - Draw conclusions. Determine values underlying a position.
  - Categorize information to develop concepts.
  - Make generalizations by stating relationships among concepts.

- What are the possible consequences of each alternative?
  - What are the pros and cons of the alternative?
  - What are the costs and benefits of the alternative?
  - What side-effects might be anticipated?

MAKE A DECISION; PLAN OR TAKE ACTION CONSISTENT WITH THE DECISION (IF DESIRABLE AND FEASIBLE)

- Select the best alternative
  - Consider the feasibility and desirability of each alternative.
  - How can priorities be established?

- Make a decision
  - What is the basis of the decision?

- What can be done?
  - Create a plan of action to apply the decision. (What are the steps of the action plan?)
  - Apply the plan.

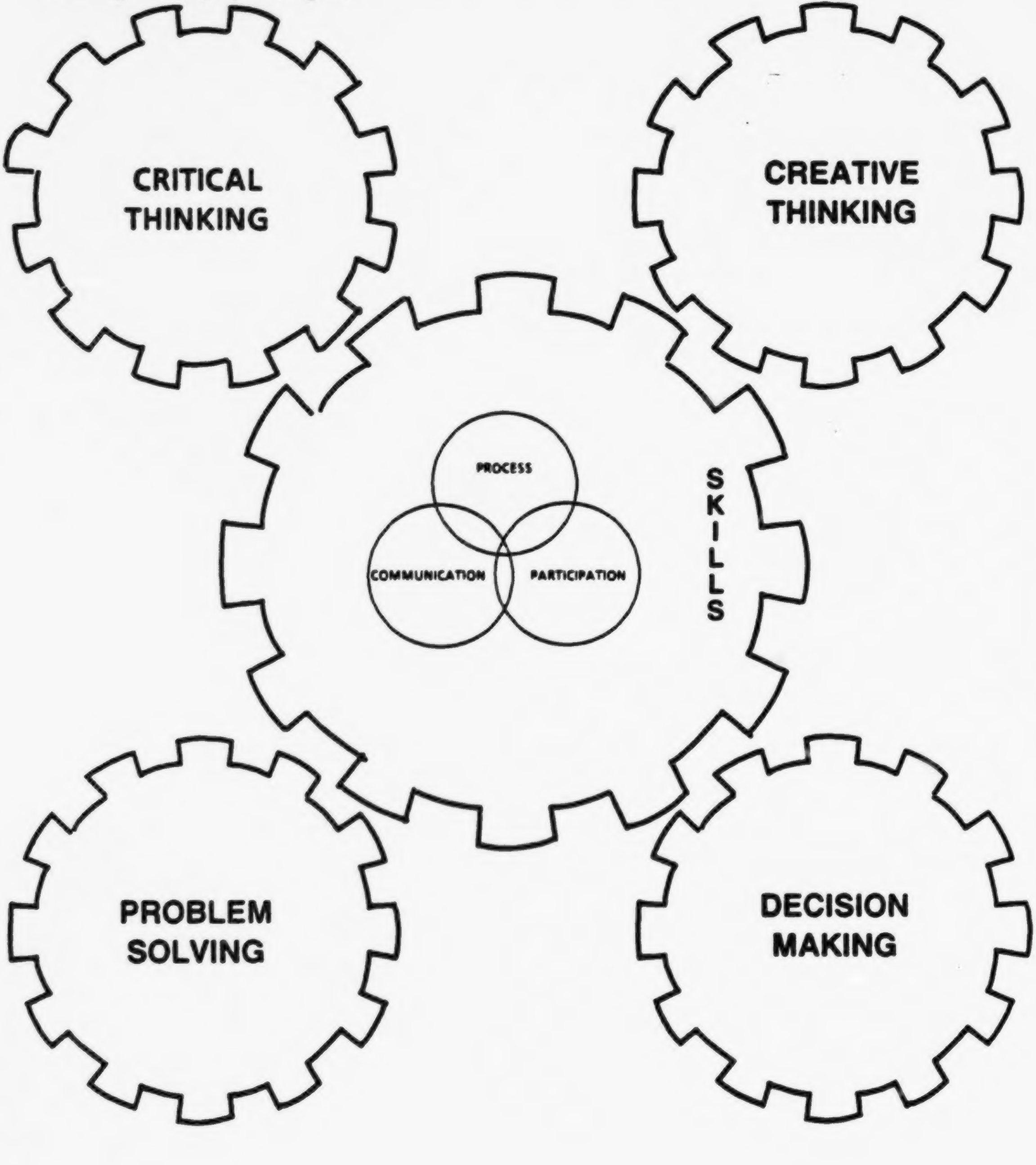
EVALUATE AND THE ACTION PLAN AND THE DECISION-MAKING PROCESS

- Does it resolve the issue?
- What will constitute success?
- How will the results be evaluated?
- Can the decision be reversed if necessary?
- How would you like the decision applied to yourself?
- How does the decision consider the rights of others?

NOTE: These procedures should not be applied in rigid, lock-step sequence.

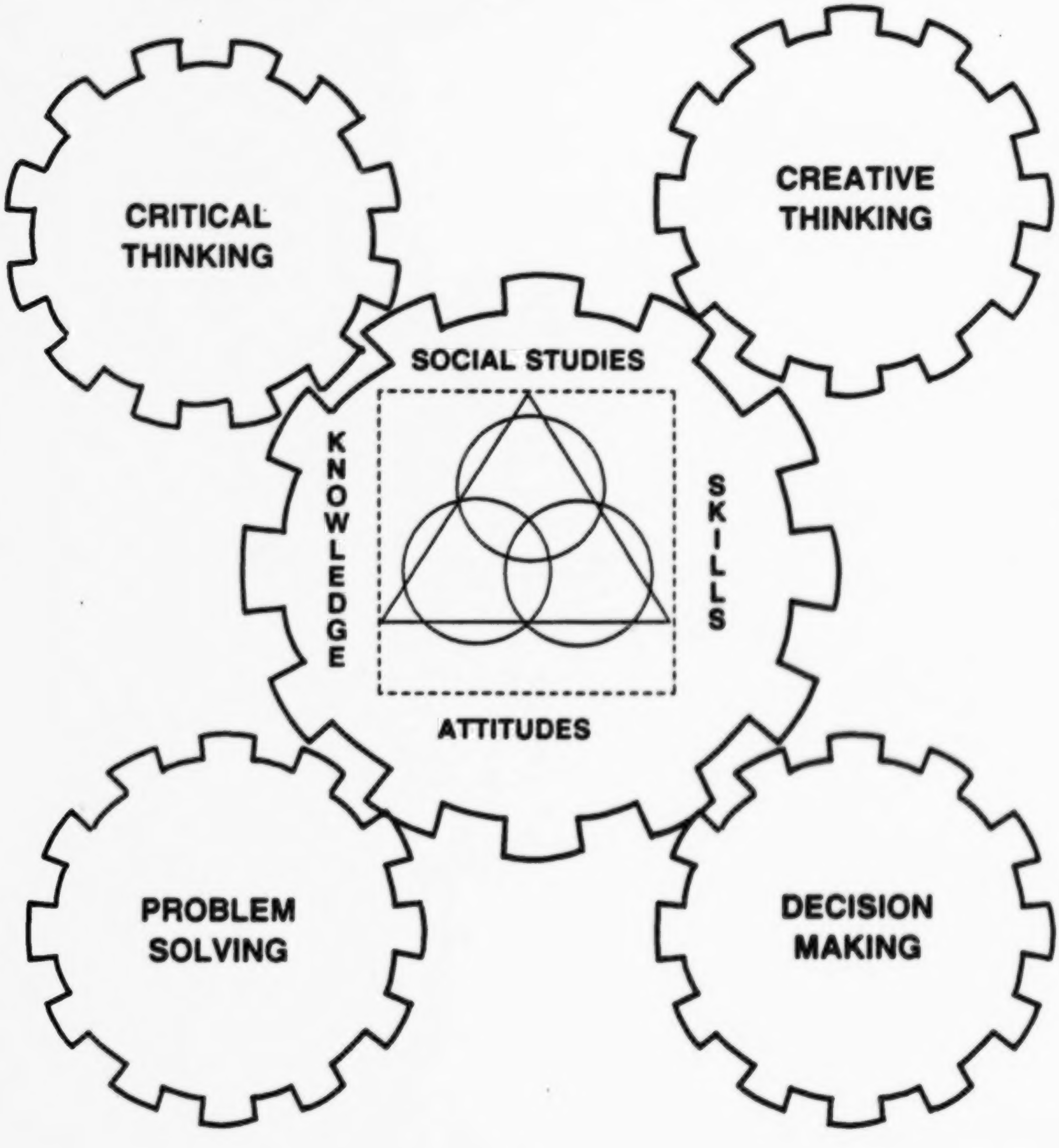
3. LINKING SKILLS TO THINKING AND INQUIRY STRATEGIES

Combinations of basic skills - process, communication and participation skills - are used in all form thinking and inquiry strategies.


CRITICAL THINKING
CREATIVE THINKING
PROCESS
COMMUNICATION
PARTICIPATION
SKILLS
PROBLEM SOLVING
DECISION MAKING

4. LINKING SOCIAL STUDIES AND THINKING

When students engage in problem solving or decision making, they are involved in creative and critical thinking. Each social studies topic has issues and questions for inquiry. To ensure that critical and creative thinking occur, issues and questions must be addressed using appropriate inquiry strategies. Teachers may use different strategies to promote critical and creative thinking.


CRITICAL THINKING
CREATIVE THINKING
SOCIAL STUDIES
KNOWLEDGE
SKILLS
ATTITUDES
PROBLEM SOLVING
DECISION MAKING

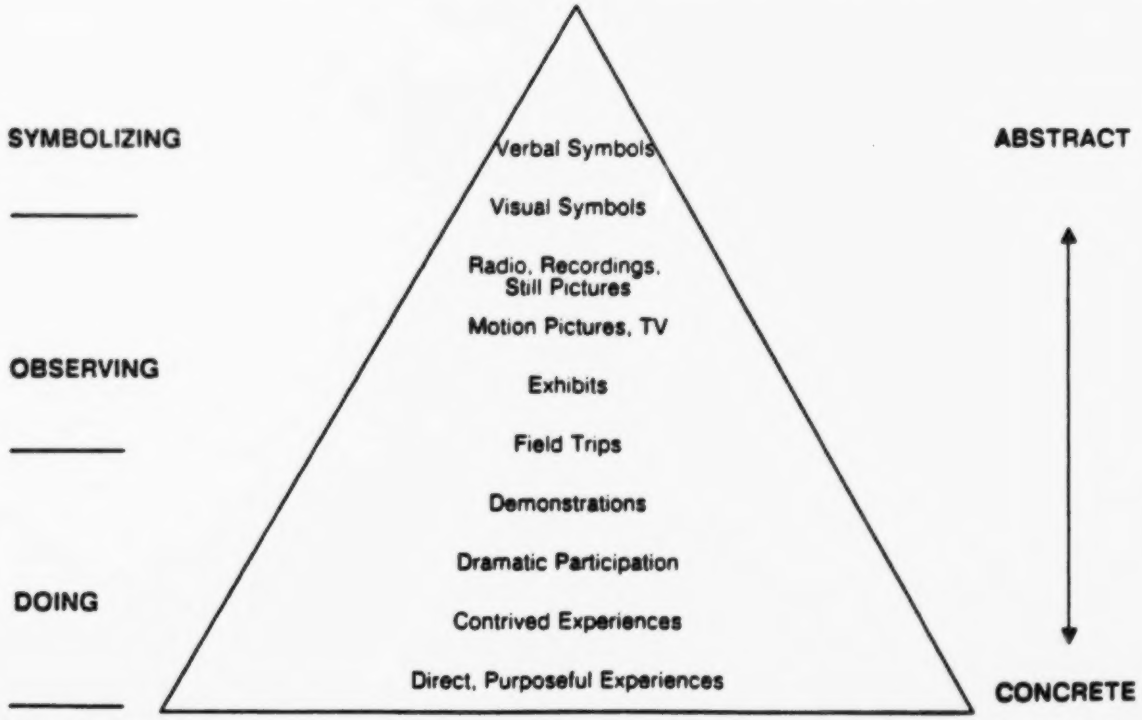
C. TEACHING STRATEGIES

To achieve the goal of responsible citizenship and the development of critical thinking, instructional strategies as well as content must be appropriate to students' developmental levels. Many students are "present-oriented" and rely on personal or tangible experience. Teaching strategies for these students should be based on the following:

- concrete reality and/or experience
- new learning based on previous learning experiences
- students actively involved in their learning
  - "hands-on" activities
  - peer interaction (discussion)
- individual student's interests, needs and experiences
- individual learning styles
- positive learning environment.

Teachers should be sensitive to both the developmental stages and learning styles of their students. (See Appendix VI for a listing of Alberta Education documents in this area.) Within any group of students there will be a wide range of interests, abilities and styles of learning. An effective teaching strategy should therefore include a variety of activities. These should provide students with opportunities to use pictures, maps, audio-visual materials, art, music, drama, film, as well as written materials, as sources of information and presentation of information. Media resources should be an integral part of instruction. Students need to understand media–not just what they see and hear, but the meaning behind the message.

Students progress developmentally from concrete to abstract thinking. Students in the early grades, and less intellectually mature students at any grade level or within a subject area, need "hands-on" experience. Dale's "Cone of Experience" is one model of this progression.


SYMBOLIZING
OBSERVING
DOING
Verbal Symbols
Visual Symbols
Radio, Recordings, Still Pictures
Motion Pictures, TV
Exhibits
Field Trips
Demonstrations
Dramatic Participation
Contrived Experiences
Direct, Purposeful Experiences
ABSTRACT
CONCRETE

Teaching strategies may include the following:

Deductive and Inductive Methods

The deductive method is reasoning from a generalization to particular cases or specific information. The inductive method is reasoning from specific information to form generalizations. Both inductive and deductive teaching strategies are important. The methods are not mutually exclusive; teaching activities may contain both strategies on a continuum.

Inquiry

The limited availability of learning resources and time can limit both the number and the depth to which problems and issues can be explored. The focus on content rather than methodology can also contribute to a lack of emphasis on inquiry. Students may, for example, learn what historians have found out but may not learn how to discover historical facts for themselves. Inquiry involves students in discovering knowledge for themselves and is a mandated part of the program.

Questioning

Questioning is an important strategy in teaching and learning. It is a key stimulus to comprehension, problem solving, decision making and critical and creative thinking. Answering questions and asking questions are two basic types of questioning skills used by teachers and students in various situations. Effective questions often include questions from both the cognitive (processing information) and affective (interests, attitudes) domains. Questions should be conducted to motivate, instruct or evaluate. In addition to questioning strategies to guide and manage what is learned, students should be encouraged to develop the skills of asking their own questions. The questions that teachers ask can serve as models but students should receive instruction on how to ask and answer their own questions. Questioning is the "seed of inquiry" and student learning is enhanced by being involved in generating questions to help them process information.

A variety of types of questions should be used. Four different levels of questions are memory, convergent, divergent and evaluative questions. These types of questions may be placed on a continuum moving from closed to open questions. The four levels of questions are:

- memory level questions that require recall of factual information (definitions, time, place). They are closed questions because there can be only one answer.
- convergent level questions that require recalling of facts or ideas and organizing them into one's own words (relationships). They are closed questions because there are correct answers, but answers need not be rote memory.
- divergent level questions that require original and creative responses by combining facts and ideas in order to draw conclusions (speculation). They are open questions as there is no correct answer, but answers are based on accurate information.
- evaluative level questions that call for judgment and choice based on evidence, values. They are open questions as there is no correct answer, only ones opinion or choice.

Various models of intellectual functioning have been developed. Hilda Taba classified questions into four categories: open questions, focusing questions, interpretive questions and capstone questions. According to Benjamin Bloom, there are six levels of intellectual functioning for which questions should be constructed: recall, comprehend, apply, analyse, synthesize and evaluate. Although the categories are often described as being at different levels, one should not infer that one category is better, or of greater worth than others. What is important is that there be a balanced emphasis on these processes. The research shows that questions should be asked at all levels to encourage students to think at all levels.

The following list is intended to assist teachers in constructing questions for classroom discussion, activities, assignments and examinations. It is important to recognize that the answers determine the process level used, not the questions. Types of questions can be adjusted to the learning styles of students and to their mental maturity.

Questioning

Levels	Key Words	Examples
REMEMBERING KNOWLEDGE (recalling/recognizing) Recalling or recognizing information from memory.	Define Describe Identify Label List Locate Match Name Record	How ... ? What ... ? When ... ? Where ... ? Which ... ? Who ... ? Why ... ? Locate various sources of information.
COMPREHENSION (translating interpreting extrapolating) Understanding the meaning of information. Changing information from one form to another. Discovering relationships.	Explain Outline Paraphrase Rephrase Restate Reword Translate	Recognize the main idea. Explain what is meant. Explain in your own words. Give an example. Condense this paragraph. State in one word. What part doesn't fit?
APPLICATION (organizing) Using learning, information in new situations.	Apply Change Demonstrate Illustrate Manipulate Select Use	Select the statements that best apply. Tell how, when, where, why. Tell what would happen. What would happen if ... ? What would result ... ? This applies to ... Does this mean ... ?
ANALYSIS (taking apart) Separating information into basic parts so that its organizational structure can be understood - identifying elements, relationships.	Analyse Categorize Classify Compare/Contrast (similarities/differences) Differentiate Distinguish Examine Identify parts Infer Outline (no format given) Separate	What relationship exists between ... ? Analyse costs, benefits and consequences? What motive is there ... ? What is the point of view of ... ? What is the theme, main idea, subordinate idea? Distinguish fact from opinion. What is relevant and non-relevant information? What inconsistencies ... ? What persuasive technique ... ? What does the author believe, assume ... ?

Questioning (cont'd)

Levels	Key Words	Examples
SYNTHESIS (putting together) Combining parts into new or original pattern. Creativity.	Combine Compose Conclude Construct Create Design Develop Formulate Imagine Invent Make Plan Predict Produce Suggest Summarize	Formulate hypothesis or question. Plan an alternative course of action. Draw conclusion based on observations. What if ... ? How would ... ? How can ... ? How could ... ? If this ... then what? How else would you ... ? State a rule. What would you predict ... ?
EVALUATION (judging) Judging whether or not something is acceptable or unacceptable according to definite standards.	Assess Choose Compare (pros/cons) Debate Decide Evaluate Judge Justify Prioritize/Rank Rate Recommend	Do you agree? Give your opinion. What do you think of ... ? Which do you prefer? Which is better? Would it be better if ... ? Judge bias, emotion, motivation. The best ... The worst ... If ..., then ...

D. MEETING STUDENTS' NEEDS

Some students need much more guidance than others and need to be told how they are doing through frequent evaluation. Goals must be realistic; attempting to achieve unrealistic expectations is frustrating. Learning must allow for exploration of individual interests and for problem solving and decision making.

THE ELECTIVE COMPONENT

Students need opportunities to do things they can do well. The elective component provides teachers with opportunities to adapt or enhance the required component to meet the diverse needs and capabilities of individual students.

These diverse needs may be met through a variety of enrichment and remediation activities, such as:

1. learning through use of more concrete examples and with the use of audio-visual aids;
2. exploring the required concepts in a greater degree of complexity or at a higher level of abstraction;
3. learning through more highly structured teaching procedures;
4. learning through open-ended activities;
5. investigating alternative topics and relevant issues;
6. undertaking more or fewer cognitively demanding assignments or modify time requirements;
7. mastering concepts and skills through additional practice in varied situations;
8. coaching other students in peer or cross-age tutoring; and,
9. expressing themselves in various modes of communication (art, music, drama, film).

Most students should be involved in activities that are concrete. This does not mean they are not able to deal with abstract concepts but that such concepts must be presented in concrete, meaningful ways. The knowledge must be presented through classroom activities that are related to the students real life experiences. The activities should provide students' with opportunities to use pictures, maps and audio-visual materials as well as written materials as main sources of information.

E. TECHNOLOGY IN THE SOCIAL STUDIES CLASSROOM

The use of technology plays an important role in social studies classrooms. The computer, the calculator, videotape equipment, cassette recorders and other hardware can all be used to meet students' needs. The computer provides opportunities to teach concepts in history, economics, geography and political science through the use of computer games. Computer programs can be used for drill in specific skills or to provide individualized instruction. Instructional television programs can extend students' knowledge of other countries, historical fiction and world issues for example. Traditional media such as films, filmstrips, and tapes or records can recreate actual events and assist students whose learning styles are not textbook-oriented.

The integration of technology in the social studies program will assist in meeting the educational needs of all students. Students must understand the concepts, the potential impact and the uses of technologies such as electronic communications and computer networking. The use of databases, spread sheets and word processors should be encouraged.

If students are to understand the potential of technology and harness its potential productively, technology integration in schools must focus on three areas:

- Learning about technology - focuses on the "discipline" of technology and includes the study of tools, machines, techniques, technological systems, and their role in society (past, present and future). Technology is a major concept of Topic 9C.

- Learning with technology - focuses on technology as a tool, as an aid to problem solving or getting work done. See the Junior High Social Studies Skill Development Chart.

- Learning through technology - focuses on technology delivering instruction. A small component of learning through technology is computer-based instruction and computer-assisted learning. Computer-assisted learning is sometimes divided into categories such as drill and practice, tutorials and simulations.

PLANNING FOR INSTRUCTION

NOTE: These planning and evaluation ideas are suggestions only.

A. PLANNING

When planning for instruction teachers should begin at the end by identifying what students should know, be able to do, think and feel after instruction. Planning includes evaluation of the destination that teachers want their students to reach. Through instruction, teachers attempt to reach the destinations – the goals and objectives – that have been identified through the planning process. The basic elements of planning are:

1. identify where the students are going (learner expectations – knowledge, skills, and attitudes)
2. identify how the students will get there (instructional strategies)
3. identify how you will know when the students have arrived (evaluation strategies).

Planning is a systematic approach to integrating learning experiences to achieve the knowledge, skill and attitude objectives. However, the instructional plan is a proposal, not a recipe. It should have sufficient flexibility to allow the teacher to relate to students' abilities and to take advantage of learning opportunities that may arise during instruction. Instructional planning includes yearly, unit and daily lesson planning. The elements used in planning at the three levels are similar but vary in the degree of detail.

Long Range Course Plan	(general)
Unit Plan	↕
Daily Lesson Plan	(specific)

Long-range course and unit plans should be communicated to students, parents and administrators. Outlines distributed to students should include evaluation criteria, to allow individual students to keep a record of their own progress and avoid any surprises at report card time.

When the expected outcomes of the course are clear to both teacher and students, evaluation will enhance learning. The instructional process is not only easier to assess, but ongoing student-teacher feedback allows for adjustments to methods and materials. When a student is making progress in achieving goals, he or she becomes motivated to continue being involved in learning experiences.

Use strong action verbs to ensure that instructional objectives – in class discussions, in activities and assignments, and in examinations (particularly free-response tests) – are clear to students. Avoid words such as "discuss" unless it is clarified further what is expected of students (see Key Words in Questioning chart, pp. 18–19).

B. EVALUATION

Evaluation is an integral part of planning; it is not something to be considered after instruction. To emphasize this point, the evaluation section is not at the end of the TRM as it would be in many similar documents or texts.

Evaluation, within the Alberta social studies curriculum, is the process of collecting, analysing and interpreting information to form judgments about program objectives, teaching strategies, student achievement and instructional resources. Evaluation should be addressed during all phases of planning and instruction.

The function of evaluation goes beyond the purpose of judging levels of achievement and assigning grades. It also includes assessment of students' needs and progress, and consideration of ways that basic resources and support materials can be used to advantage during instruction.

Assessment at the beginning of a year, unit or section of study is used to determine the degree to which prerequisite knowledge, skill and attitude objectives have been mastered as a result of previous instruction. Ongoing evaluation during the course of instruction provides constant feedback to students and teachers about the progress of learning. Evaluation for the purpose of assigning grades is also ongoing, but it occurs at the end of rather than during a lesson, unit or course of study. These forms of assessment at the beginning, during and at the end of instruction are referred to as diagnostic, formative and summative evaluation respectively.

1. Evaluation Strategies

Evaluation methods should relate directly to specific instructional strategies. Each evaluation activity, including examinations, should be designed to promote student growth. Any strategy that will help the student make greater progress in learning can be used as an evaluation technique.

Evaluating Knowledge

Students need to be able to demonstrate an understanding of concepts and generalizations based on factual information. However, recognition and memorization of factual content must be balanced with using and applying information. Students' understanding can be evaluated by observing them solving problems, making decisions, holding discussions, writing reports, essays and tests. Asking questions is a useful way to test a student's ability to understand information. The level of questions (based on Bloom's Taxonomy: recall, comprehend, apply, analyse, synthesize, evaluate) can indicate how well a student uses knowledge. Although these categories are often described as being at different "levels," one should not infer that one is better or of greater worth than others. Questions should be asked at all levels, to encourage students to think at all levels (see "Questioning," pp.17–19).

Evaluating Skills

Students use many different skills every day in various situations. The teacher has numerous opportunities for evaluation by observing students using knowledge in a variety of activities, including research activities and inquiry strategies as well as tests. The basic way to evaluate skill development is to put the student in a situation that requires the use of a skill, and then to judge his or her performance. Checklists are useful ways to record skill development. Samples of students' work show student progress as well.

Evaluating Attitudes

Evaluation of students' attitudes should be based on their growth in relation to the attitude objectives of the course. Direct observation of student behaviour and evaluation of oral and written responses to questions are two main approaches to evaluating attitudes. Information about attitudes can be collected by using an attitude scale that contains a series of positive or negative statements about something. Measuring attitudes based on this method can be problematic as students can frequently distinguish between "good" and "bad" attitudes, and there is a strong tendency for them to give socially desirable answers. Thus observation is especially important, since behaviour is a better indication of feelings than are answers to questions. Informal discussion and student self–evaluation are also used for evaluation. Checklists and anecdotal records are useful for recording attitude development. Record keeping helps teachers remember attitudes held by students at the beginning of the unit or year and to note the changes that take place. **Students' performance on attitude objectives should not be used as part of the summative evaluation used to calculate grades.** Reporting should be descriptive rather than in the form of grades or percents. Further, to avoid misunderstandings, it should be presented orally in a student–teacher or parent–teacher conference. These are suggested ways of evaluating attitudes. Teachers must follow school system and school policies on evaluation.

2. Evaluation Criteria

The design of evaluation strategies, as well as the overall evaluation plan for each topic in social studies, should be guided by the following criteria:

- evaluation should be constructive;
- evaluation should be a continual process;
- evaluation should include diagnostic, formative and summative measures;
- evaluation should be purposeful and connected to the teacher's and the course objectives;
- evaluation should encompass the full range of social studies objectives (knowledge, skills, attitudes);
- evaluation of selected objectives should be a cooperative process involving students and teachers;
- evaluation should include a variety of techniques for obtaining information; e.g., observations, informal and formal tests, parent and pupil conferences, checklists, written assignments;
- records should be maintained to provide sufficient information for decision making;
- parents and students should be informed of the goals and objectives of the course, the criteria used to evaluate and the methods of evaluation;
- evaluation should include judgments about the relationship between personal teaching style, instructional resources and student achievement; and,
- evaluation should comply with local accreditation policies.

Weighting – To evaluate the course or each topic (unit), knowledge and skill objectives should have equal weight in the summative evaluation used to calculate grades (50 percent each). Assessment of attitude objectives should not be used as part of the summative evaluation for the calculation of grades.

3. Evaluation Instruments and Techniques

The following list identifies tools and techniques commonly used in evaluating cognitive (knowledge, skills, thinking and inquiry strategies), social, communicative and affective (attitudes) objectives for social studies. These are instruments and procedures for recording information and gathering evidence to serve as the basis for evaluating students. Sample evaluation techniques have been incorporated into the activities in each topic, and can be easily found by using the "List of Evaluation Samples" (p. viii).

The categories are flexible: some instruments and techniques fit into more than one area. The list is neither all–inclusive, nor exhaustive in its description of each instrument or technique.

* Key: Usual Purpose or Use
- Knowledge (K)
- Skills (S)
- Attitudes (A)

INSTRUMENTS & TECHNIQUES	COMMENTS OR DESCRIPTIONS	*USUAL PURPOSE OR USE		
ANECDOTAL RECORD	This is an ongoing written log or diary of students' progress. A detailed record of specific observations, it provides useful data for analysis and interpretation. It is a very time-consuming method of recording information.		S	A
CHECKLISTS	Checklists can be used to evaluate "specific assignments" (see below) according to stated criteria. They can also be used to evaluate students' individual activities and participation in group activities and discussions. They serve as a reminder that something did or did not take place, or that something does or does not need improvement. Checklists can serve to record performance for a variety of different activities including assignment completion. Checklists are useful for self, peer and teacher evaluation. Similar to a rating sheet, however, a checklist does not rank.	K	S	A
INTERVIEWS & CONFERENCES	While student-teacher discussions are usually held to move the student toward self–direction, they can be the basis of reviewing any activity or test. The interview or conference can be structured (with questions worked out in advance) or unstructured. Interviews can also replace a written exam.	K	S	A
MEDIA	Tape recordings and videotapes can be used by teachers and students for evaluation at a later time.	K	S	A
OBSERVATION	Observation is an excellent way to assess students, using such tools as anecdotal records, checklists and interviews. Data collection charts allow teachers to record information quickly; systematic observations of behaviour are recorded on a chart or matrix and then analysed. The focus is usually on individual students or a select number of students undertaking an activity over a given time. Observations can include students' responses to questions, use of time and materials, and participation in discussions and group activities.	K	S	A

INSTRUMENTS & TECHNIQUES	COMMENTS OR DESCRIPTIONS	USUAL PURPOSE OR USE		
QUESTIONNAIRES & INVENTORIES	These can be used for self-appraisal. An inventory provides a checklist to the student, related to his or her interests and attitudes. Questionnaires can also require sentence completion.			A
- true or false	Instead of indicating whether a statement is simply true or false, the student may be asked to indicate his or her response to statements which express an attitude: agree-disagree, or approve-disapprove.			A
- multiple choice	The choices provided to the stem of the question are scaled in terms of degree of favourableness.			A
- key-list questions	The Likert Scale – uses a 5-point key which may be used in connection with any attitude statement. Examples of the key are: strongly approve, approve, undecided, disapprove, and strongly disapprove. A **summed score** may be established by weighting the responses to each statement from 5 for strongly approve to 1 for strongly disapprove.			A
	The Semantic Differential – uses descriptive words to indicate possible responses to an attitudinal object. The response indicates the direction and intensity of the student's beliefs from +3 (very favourable) through 0 to –3 (very unfavourable).			A
	Rank Order – in rank ordering, a group of three or more items is presented to the student which he or she arranges in the order of his or her preference. (This type of item is really a cross between the matching and key-list question.)			A
RATING SHEET	Similar to the checklist in that it can be used to gather various kinds of information. Difference is that this instrument ranks items. For example: - excellent/good/fair/unsatisfactory - often/regularly/seldom/never.	K	S	A
SAMPLES OF STUDENT WORK	Qualitative differences in student work are observed over time using written work, reports, maps, tests, etc.	K	S	A
SELF AND PEER EVALUATION	Peer evaluation is used primarily in assessing other students' participation skills in group activities. Self-evaluation can be used in relation to activities and assignments as well as group work. There should be follow-up to self-evaluation such as a conference with the teacher.		S	

INSTRUMENTS & TECHNIQUES	COMMENTS OR DESCRIPTIONS	USUAL PURPOSE OR USE		
SPECIFIC ASSIGNMENTS				
Group Activities				
- role play	Students are assigned roles in a dramatic situation and enact the scene as they would handle it in real life.		S	A
- simulation game	Students compete for specified objectives and are bound by certain rules.		S	A
- panel discussion		K	S	A
Speaking Activities				
- oral presentation		K	S	A
- speech		K	S	A
- debate		K	S	A
Displaying Demonstrating				
- artwork		K	S	
- charts, graphs, tables		K	S	
- mapmaking		K	S	
Written Assignments				
- paragraphs		K	S	A
- reports		K	S	A
- essays, position papers		K	S	A
TESTS *				
Objective Tests				
- matching	Items in one column are matched with those in other columns.	K	S	
- completion	"Fill in the blanks" type of questions.	K	S	
- true-false	Declarative statement is presented.	K	S	
- multiple choice	Task and solution predetermined. The stem presents the problem with a list of possible choices.	K	S	
- key-list questions	Essentially a series of multiple choice items in which the responses are given in a key and remain the same for all items.	K	S	
Free-Response Tests	Student organizes his or her answers.			
- sentence answers		K	S	A
- paragraph		K	S	A
- essay		K	S	A

* Tests:

Testing should be balanced with other evaluation instruments and techniques to determine marks for reporting purposes.

Tests should be scheduled. Surprise tests should be used for diagnostic purposes and not for grades or report card marks.

C. PLANNING FOR THE COURSE

1. ELEMENTS OF A LONG-RANGE/COURSE PLAN

1. Subject
2. General Objectives
   a) Knowledge
   b) Skills
   c) Attitudes
3. Unit Titles (topics)
4. Learning Resources
5. Evaluation
6. Time Allocation

Through the process of long-range course planning, the following should happen:

- teachers increase their understanding of the program of studies (knowledge, skill and attitude objectives);
- knowledge, skill and attitude objectives will have "balanced coverage";
- by identifying the expected learning outcomes for an entire course, the process of evaluation becomes an aid to instruction rather than a separate entity unto itself; and,
- teachers become more familiar with available learning resources.

EXAMPLE:

LONG-RANGE/COURSE PLAN

SOCIAL STUDIES ____________________

Topic/Unit	Time*	Learning Resources	Summative Student Evaluation*
Topic A: Knowledge Skills Attitudes	9 weeks (Sept. _ to Nov._)		35%
Topic B: Knowledge Skills Attitudes	9 weeks (Nov. _ to Jan. _)		35%
Review:	1 week *Allow time for review		Final Exam 30% TOTAL 100% *broad base – assignments, reports, debates, letters, group work, not just exams.

2. ELEMENTS OF A UNIT PLAN

1. Title (topic)
2. Objectives
    a) Knowledge
    b) Skills
    c) Attitudes
    d) Inquiry (questions and issues)
3. Learning Resources
4. Methodology
    a) Introductory Activities
    b) Developmental Activities
    c) Culminating Activities
5. Evaluation
6. Time Allocation

The elements of a unit plan are similar to those of a long-range course plan. The difference is in the amount of detail. Students need practice to develop the knowledge, skills and attitudes required. They also need opportunities to show that they have achieved the learning outcomes, and as well, to know how well they have done. Planning and instruction should allow students to frequently sense accomplishment. This means instructional objectives must be specific, monitorable and documentable.

EXAMPLE:

UNIT PLAN

Topic:

Objectives	Learning Resources	Methodology (Strategies/Activities)	Summative Student Evaluation	Time Allocation
Knowledge: Skills: Attitudes:		Introductory:	Map Assignment 50 Chart 50 Quiz 10	1 week
Knowledge: Skills: Attitudes:		Developmental:	Time Line 50 Paragraph 50 Quiz 20 Detecting Fallacies Assignment 50 Group Project 100	6 weeks (–1) (–1) (–2) etc.
Knowledge: Skills: Attitudes:		Culminating:	Group Interaction 50 Poster 50 Quiz 20 Oral Presentation 50 Essay 200 Unit Exam 250 TOTAL 1000	2 weeks

2.1 Unit Development Outline

As shown in the diagram, there are usually three parts to the development of a teaching unit.

APPROX. TIME	UNIT DEVELOPMENT OUTLINE: TOTAL LENGTH APPROX. 9 WEEKS (60 HOURS)		
		Purpose	Typical Activities
1 week (6 hours)	I. Opening Activities	1. Motivate 2. Focus on topic of unit 3. Introduce concepts	Games; highly interesting activities
6 weeks (39 hours)	II. Developmental Activities	1. Develop understanding of generalizations, concepts, and encourage attitudes through skill development 2. Engage students in inquiry - Plan the research - Collect data - Analyse data - Synthesize data - Evaluate data	• Decide the questions, resources and presentation methods • Using questions as a basis, combine knowledge, skills and attitudes into strategies which use resources to answer the questions. Identify priorities, truths, and biases. Summarize in display/written form for class presentation
2 weeks (13 hours)	III. Culminating Activities	1. Review learning 2. Apply learning 3. Evaluate	• Check conceptual understanding • Apply learning to a new situation • Develop generalizations • Final unit exam

2.2 Developing Inquiry Activities for the Unit

Decide: the **method** to be used (problem solving, decision making, etc.). One issue and one question must be addressed in each topic/unit.

Select: one **question** or **issue** to develop. See suggestions in the *Program of Studies*.

Decide:
a) the **knowledge** needed to answer the questions. Use the main concept to be developed and include the related facts;
b) the **process skills** and **participation skills** to be developed;
c) the **attitude** objectives to focus on; and,
d) **communication** and **participation** methods to be used.

Combine: the **knowledge, skill** and **attitude** objectives in a few appropriate instructional strategies. These strategies will be appropriate to the students' various abilities and will be relatively interesting and challenging. Examples can be found throughout this document.

2.3 Organizational Models

The knowledge base provides facts, concepts and generalizations that help students understand human affairs and the human condition. Knowledge provides the basis for developing attitudes and is the vehicle used for the development of skills.

There are various models that may be used to organize social studies units (topics). Any organizational model may be used, provided that an issue and a question are included in each unit, and that the knowledge, skill and attitude objectives from the program of studies are addressed, as well as meaningful current affairs.

a) Chronological Model

Using chronology is a common approach to teaching social studies. Chronology may contribute to an understanding of the interrelationships among events, movements, trends and people. However, chronology in and by itself cannot do so. History cannot be a number of disconnected and unrelated important events and great lives. Time–sequence relationships of cause and effect must be studied.

b) Thematic Model

Themes such as revolution, nationalism, imperialism and industrialism may be explored in the context of identifying similarities and differences among events which appear to have certain elements in common.

c) Thematic Chronological Model

This is one of the most popular approaches to teaching social studies. Themes are taught using a chronological approach. Cause-and-effect relationships as well as similarities and differences among events are considered.

d) Issue or Question Model

An issue or a question provides the focus for organizing the knowledge, skill and attitude objectives. Problem solving or decision making use an inductive approach whereby students reason through from specific information to answer questions, solve problems and issues. (At least one issue and one question must be addressed, using appropriate inquiry strategies for each unit of study.)

e) Case Study Model

A case study approach involves the study of an event or topic in depth. A comparative case study uses specific information, usually done as student research, to form generalizations.

40

2.4 Time Allocation

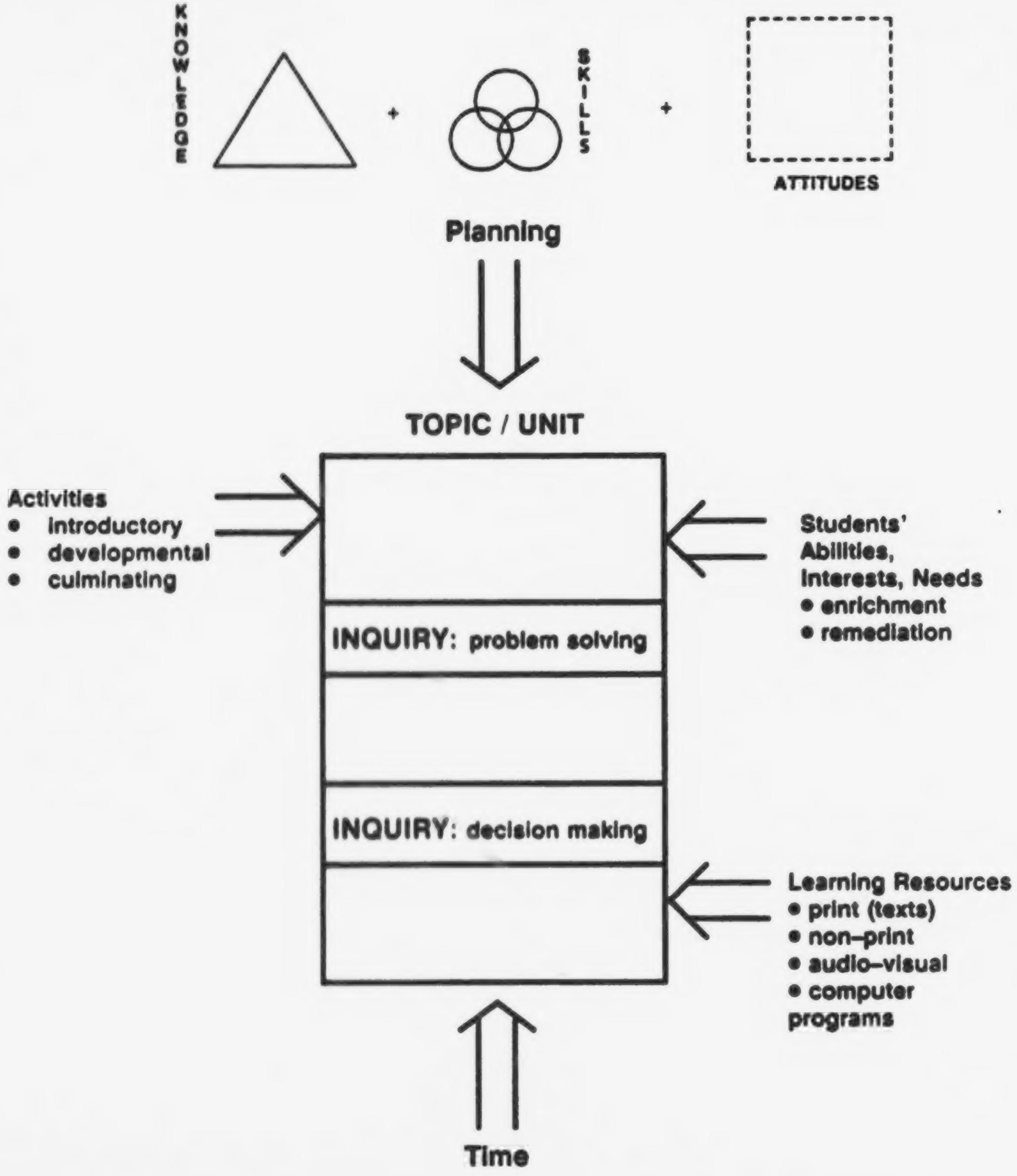
a) Suggested time allocation for the course:

Topic A – 9 weeks (59.2 hours) approx.
Topic B – 9 weeks (59.2 hours) approx.
Review A/B – 1 week (6.6 hours) approx.

b) Suggested time allocation for each unit:

	Topic A	Topic B	Review/Link
Introductory Activities	1	1	
Developmental Activities	6	6	
Culminating Activities	2	2	
Linking topics Final exam			1
Total number of weeks	9	9	1

2.5 Developing a Topic/Unit


KNOWLEDGE
+
SKILLS
+
ATTITUDES
Planning
TOPIC / UNIT
Activities
• introductory
• developmental
• culminating
INQUIRY: problem solving
INQUIRY: decision making
Students' Abilities, Interests, Needs
• enrichment
• remediation
Learning Resources
• print (texts)
• non-print
• audio-visual
• computer programs
Time

The Alberta social studies program is organized around topics. Knowledge, skill and attitude objectives must be integrated in activities using learning resources that are appropriate to the developmental stages and learning styles of individual students. While a variety of strategies may be employed, problem-solving and decision-making strategies (questions/problems/issues) must be included in the unit. The amount of time available to develop the objectives is an important factor that must be taken into account on an ongoing basis.

3. ELEMENTS OF A DAILY LESSON PLAN

1. Topic
2. Purpose or Main Idea
3. Lesson Objectives
   a) Knowledge
   b) Skills
   c) Attitudes
4. Learning Resources
5. Methodology
   a) Opening Activities
   b) Developmental Activities
   c) Closing Activities
6. Assignment
7. Time
8. Evaluation

Except in scope, a daily lesson plan is similar in structure to a unit plan. Some unit plans may be in the form of plans for daily instruction. The daily lesson objectives explain the purpose of the lesson by stating what is to be accomplished. The methodology presents a step-by-step outline of the procedures the teacher will use to meet the objectives and how the learning resources are to be used. The assignment has several purposes: to give students opportunities to apply the knowledge, skills and attitudes, to allow the teacher to give individual help and to give the teacher an opportunity to assess what the students have learned.

Students should be told the purpose of every lesson. Write the purpose or objectives on the blackboard.

EXAMPLE:

DAILY LESSON PLAN

Topic:
Purpose/Main Idea:

Lesson Objectives	Learning Resources/Materials	Methodology Strategies/Activities	Time (Minutes)
Knowledge:		Opener:	
Skills:		Development:	
Attitudes:		Closure:	
Evaluation			

The amount of information in a daily lesson plan will vary according to the activities/strategies planned.

STRATEGIES AND ACTIVITIES

This section includes strategies, activities and evaluation ideas. It also includes organizational ideas, but is not a series of self-contained teaching units for each topic. The materials are only examples that serve to illustrate various approaches to cover the objectives of a particular topic. The TRM should be viewed as an "idea generator." It is assumed teachers will adapt the ideas (add, subtract) and use the procedures and activities to meet the prescribed knowledge, skill and attitude objectives.

The teacher should consider how a topic (unit) or lesson will be introduced, how it will be developed, and how learning will be reinforced. There are a variety of strategies and activities that a social studies teacher can use to promote learning. When selecting activities to meet the objectives, keep in mind the cognitive development, learning styles, interests and needs of the students. The following list contains some strategies, activities and resources that one may use in the selection and sequencing of learning activities. They may be grouped into categories (visual, auditory, tactile/kinesthetic) to accommodate learning styles.

assignments
audio tapes
audio-visual tapes (videos)

biography
bulletin board displays
brainstorming

cartoons
case study
charts
checklists
choral speaking
collages
computers and programs
concept development
cooking food of culture
cooperative learning studied
creative writing

dances of places studied
decision making
debates
dioramas
discussions
displays
drama
drawings

editorials
essays

field studies
films
filmstrips

games
globes
graphs
group work
guest speakers

independent study
interviews

learning centres
lectures
letters
library research

magazines
maps
models
murals
music

newspapers
note taking/making

oral presentations, reports
outlining

painting
panels/round tables
paraphrasing

photograph study
picture study
plays
poetry
position papers
posters
problem solving

questioning

radio
reading (content, bias)
records
role playing
reports (oral, written)
resource people

scrapbooks
seminars
simulations
slides/tape
speeches
storytelling
surveys

tables
tape recordings
television
timelines

videotapes

webbing
writing

SOCIAL STUDIES 20
THE GROWTH OF THE GLOBAL PERSPECTIVE

Introduction

The Social Studies 20 course entitled "The Growth of the Global Perspective" is the course in which many high school students will enroll in to obtain credits toward their General or Advanced High School Diploma. There are two topics (units) in Social Studies 20. Topic A, "Development and Interaction of Nations: Nineteenth-Century Europe," includes four themes: 1) nationalism, 2) industrialization and ideologies, 3) imperialism, and 4) international conflict. Topic B, "Interdependence in the Global Environment," includes four themes: 1) global diversity, 2) economic development and interdependence, 3) quality of life, and 4) alternative futures: possibilities for change. Specific process, communication and participation skills, as well as inquiry strategies, are developed in Social Studies 20. Students are also encouraged to develop the positive attitudes listed within the program. Each topic should receive an equivalent amount of time within the course.

As you use this teacher resource manual, you will need to refer back to the *Interim Program of Studies for Social Studies 20 and Social Studies 23* so that planning is based on the prescribed knowledge, skill and attitude objectives.

Organizational models, opening exercises, activities for developing the topic, and closing exercises are included in this section of the teacher resource manual to help you plan for instruction. The models are not sequential activities which comprise a total unit plan. Any organizational model may be used, provided that an issue and a question are included in each topic, and that the knowledge, skill and attitude objectives from the *Program of Studies* are addressed. **The central issue or question addressed in each model is highlighted in bold, italic print.** The models and activities presented provide assistance for developing particular issues, questions, knowledge, skills and attitudes of the program. However, the exercises and strategies included in the manual are only examples that serve to illustrate various approaches to fulfilling the course objectives. They are not intended to cover all the objectives of the program. It is assumed teachers will use other procedures and present their own activities to meet the prescribed knowledge, skill and attitude objectives.

In addition to the models and exercises, resource lists, skill charts, attitude and evaluation components, and appendices, will assist you in achieving the Social Studies 20 objectives.

Social Studies 20: Topic A - DEVELOPMENT AND INTERACTION OF NATIONS: NINETEENTH–CENTURY EUROPE

The materials for this topic include two organizational models along with several exercises and activities to develop the content. The two organizers present a general framework for approaching Topic A and are examples of how to arrange the topic for instruction. The exercises following each model illustrate a variety of activities that can be used with the organizational model, as well as generally in the social studies classroom. The exercises include openers, activities to develop the topic and closing activities, each of which integrate the particular knowledge, skill and attitude objectives into a coherent exercise along with, in most instances, an evaluation strategy for the activity. The various activities in this topic can be adapted for use with other topics and within the other social studies courses. As well, activities from the other topics and courses can be adapted for use with Social Studies 20, Topic A.

Specific instructions accompany the exercises and activities; the teacher unfamiliar with the new social studies program, as well as the social studies expert, will be successful in using the manual materials. As you employ this section of the manual, choose those models, activities and strategies that best suit your students, the learning task, the learning environment, and your teaching style.

Topic Contents at a Glance

Organizational Model 20A-1: Chronological Model 40

Activities:

1. Opener: Defining Nationalism 42
   Alternative Opener: "Starpower" Simulation 44
2. Journal Entries 45
3. Graphing: The Impact of Industrialization on Society 47
4. Role Playing: Who was Responsible for World War I? 49
5. Closure: Treaty of World Peace 56

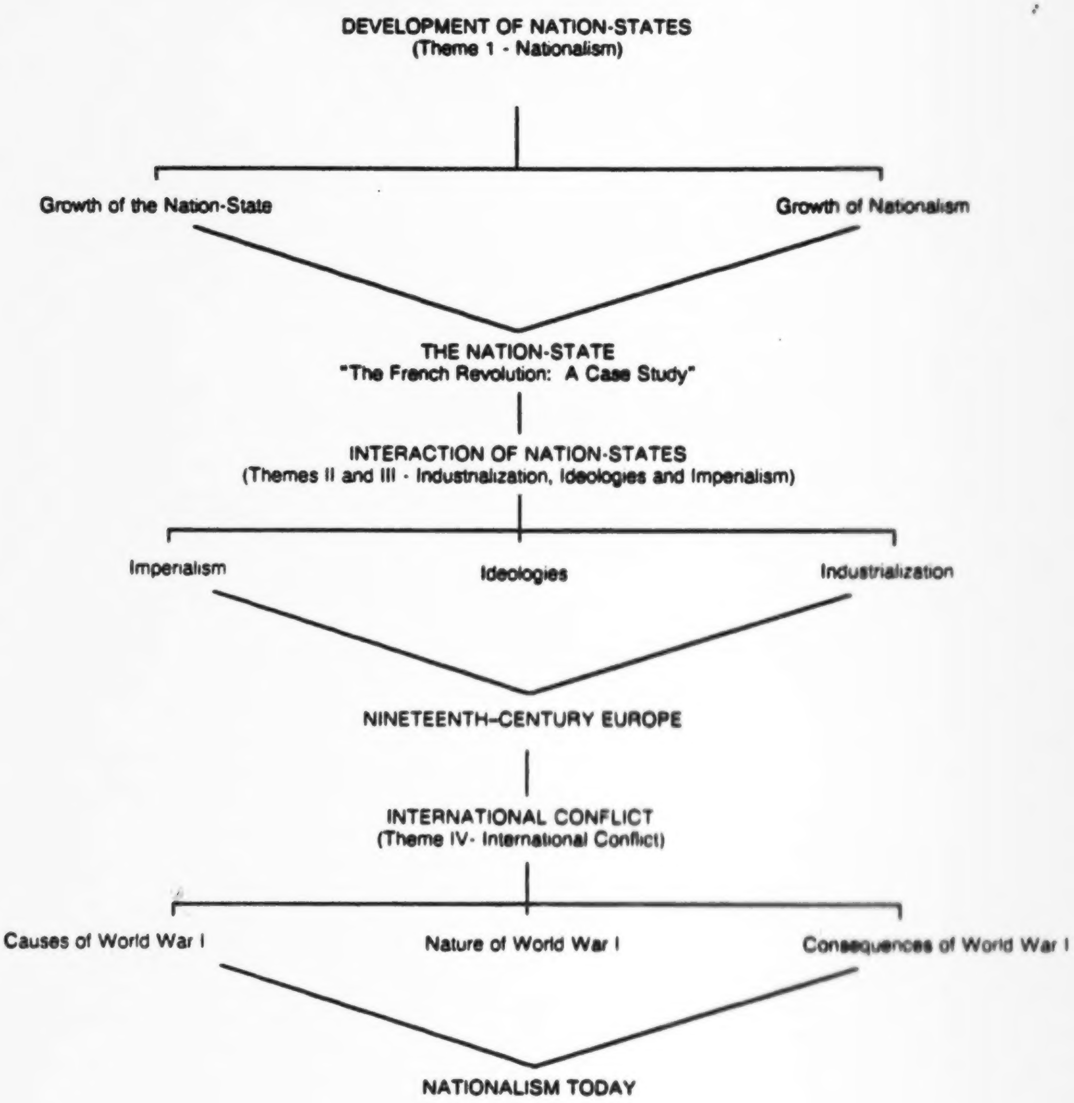
Organizational Model 20A-2: Thematic Inquiry Model 58

Activities:

1. Opener: The Creation of an Ideal Society 60
2. Brainstorming Reasons Behind a Revolution 62
3. Analysis of New Ideologies 64
   Alternative - Semantic Webbing: The Reasons for Imperialism 67
4. Historical Interviews 69
5. Closure: Resolving the Issue 71

NOTE: The models are not self–contained teaching units. They do not include all the exercises and activities necessary to cover all the objectives for Topic 20A.

ORGANIZATIONAL MODEL 20A-1
CHRONOLOGICAL MODEL


DEVELOPMENT OF NATION-STATES
(Theme 1 - Nationalism)
Growth of the Nation-State
Growth of Nationalism
THE NATION-STATE
"The French Revolution: A Case Study"
INTERACTION OF NATION-STATES
(Themes II and III - Industrialization, Ideologies and Imperialism)
Imperialism
Ideologies
Industrialization
NINETEENTH–CENTURY EUROPE
INTERNATIONAL CONFLICT
(Theme IV- International Conflict)
Causes of World War I
Nature of World War I
Consequences of World War I
NATIONALISM TODAY

Model Description: Chronological Model

This model depicts a chronological approach to studying the development and interaction of nations in nineteenth-century Europe. In the introduction to this study, students will focus on nationalism as an emerging influential force in the nineteenth century. In addition, students will explore the development of nation-states using the French Revolution as the primary case study. By identifying some of the changes that resulted from this historical event, students will understand how nationalism contributed to the evolution of the modern nation-state.

Using this background knowledge, students will then examine interaction among the newly emerging European nation-states. The investigation will begin with a study of industrialization, a force instrumental in the formation of various ideologies and imperialistic endeavours. This study will develop students' understanding of the impact of industrialization on European society from three broad perspectives: economic, political, and social. Students will recognize that both nationalism and industrialization were influential in the development of an increasingly powerful middle class. As well, they will compare and contrast several ideologies that emerged as a result of the growth in industry and examine how these different belief systems affected international relations.

A third theme to be studied is the role of imperialism in international affairs. Investigation will focus on how industrialization led nations to search for expanding markets, resources and territories, and how this in turn led to cultural diffusion and an increasing number of international conflicts. The study of imperialism will also be linked to the "new nationalism" prevalent throughout Europe in the late nineteenth century.

The final section of this model will include an examination of international conflicts using World War I as the major case study. The causes, nature and consequences of the "Great War" will be investigated. Students will conclude their inquiry with a discussion of the impact of such international conflicts on present and future societies. Through an understanding of such concepts as self-determination and national sovereignty, both of which were an integral part of the armistice ending World War I, students will be able to draw conclusions about the issue addressed in this model: ***To what extent should nations place their interests above the interests of other nations?***

ACTIVITY #1 - OPENER: DEFINING NATIONALISM

OVERVIEW

Since the primary focus of this model is nationalism, students need to understand this concept and to recognize that loyalty to the nation has not always played a central role in the outlook of human beings.

In this activity students will address the concept by identifying main ideas in a number of examples of nationalistic and non-nationalistic writing. From this information they will arrive at a definition of nationalism. Through discussion of their definitions and of the non-examples, students should recognize that nationalism is a fairly recent development in human affairs and yet has had and continues to have an impact on the modern world. This activity can be done either individually or in small groups.

In this activity students will practise reading to acquire information and interpreting that information. By categorizing the excerpts students will develop skills in analysing information, and by developing the concept of nationalism from this descriptive data, they will demonstrate their ability to synthesize information.

This activity will also encourage students to appreciate the influence of ideas from the past on society.

PROCEDURE

Preparation:

Prepare a number of short excerpts which express various nationalistic sentiments. Fewer excerpts should be prepared to illustrate "non-examples" of nationalism, for example, where speakers express loyalty to a small community or an individual (as in medieval society), or to groups that supersede national boundaries.

These texts are good sources for the excerpts:

Haberman, A.	*The Modern Age: Ideas in Western Civilization Selected Readings.* Toronto: Gage Educational Publishing Company, 1987.
Haberman, A.	*The Making of the Modern Age.* Toronto: Gage Educational Publishing Company, 1987.
Roselle, D.& Young, A.P.	*Our Western Heritage.* Lexington: Ginn and Company,1981.
Fenton, E. & Good, J.M.	T*he Shaping of Western Society.* New York: Holt, Rinehart and Winston, Inc., 1974.

1. Introduce the activity by indicating how the words "nation" and "nationalism" are key words in the unit outline distributed. Then point out that it is important that they all agree on what these words mean.

   Alternatively, initiate discussion by using a wall-sized political map of the world, asking "How is today's world organized?" Students should identify the nation as the key political unit. Then ask, "What exactly is a nation and what does nationalism mean?" Students should suggest their own definitions.

2. Distribute excerpts to students, asking them to categorize the excerpts and, group together the passages that express nationalistic views and those that do not.

3. From the examples of nationalism, ask students to identify key words that relate to how the author would define nationalism. This can be done by underlining or highlighting.

4. From these key words, have students write a one- or two-sentence definition of the concept.

5. Have the class discuss students' definitions to identify the common elements and arrive at a consensus as to the definition.

6. Next, discussion should focus on the non-examples so students recognize that loyalty to the nation is only one point of view.

7. Students' understanding of the concept can be further developed and extended by readings from a text(s), an appropriate filmstrip, or by having students collect articles and pictures from contemporary periodicals which show clear examples of nationalism today.

8. To check students' understanding, the teacher could also administer the following quiz. Students should recognize that all the statements are true.

Quiz — Nation, Nationalism

Directions: The following 8 statements are based on definitions of the concepts nation and nationalism. Read the statements and write TRUE or FALSE in the space provided.

_________ 1. A defined (often vaguely) unit of territory, whether possessed or coveted.

_________ 2. Some common cultural characteristics such as language, customs, manners, and literature. If an individual believes he or she shares these and wishes to continue sharing them, he or she is usually said to be a member of the nation.

_________ 3. Some common dominant social and economic institutions.

_________ 4. A common, independent or sovereign government, or the desire for one. The "principle" that each nationality should be separate and independent is involved here.

_________ 5. A belief in a common history (it can be invented) and in a common origin (often mistakenly conceived to be racial in nature).

_________ 6. A love or esteem for fellow nationals but not necessarily as individuals.

_________ 7. A devotion to the entity, however little comprehended, called the nation, which embodies the common territory, culture, social and economic institutions, government, and fellow nationals.

_________ 8. A common pride in the achievements of the nation and common sorrow in its tragedies and defeats.

EVALUATION: The quiz above is designed as formative evaluation to guide further instruction in and clarification of the concept. Students' work in identifying key ideas and in defining nationalism can be collected and formally graded.

ACTIVITY #1 - ALTERNATIVE OPENER: "STARPOWER" SIMULATION

OVERVIEW

The purpose of this simulation is to introduce several of the major concepts to be studied in this topic, including revolution, egalitarianism, nationalism, ideology and cultural diffusion. In this activity, students will experience a situation that resembles the distribution of power in our world. They will become members of different semi-autonomous groups that are meant to resemble national-states. For specific instructions on how to conduct this simulation see the Instructor's Guide for this simulation.

This activity centres on the debriefing section in which students are required to draw several generalizations and conclusions about the events that occurred during the simulation.

In this opener, students will be practising a variety of skills such as analysing and synthesizing information, and group participation. In addition, it is expected that students will develop an appreciation for the need to understand the background to events and issues. This in turn will create a positive attitude towards learning and lead students to want to pursue further research into this topic of study.

PROCEDURE

1. Introduce and conduct the simulation "Starpower" (*Starpower: A Simulation* by R. Gary Shirts © 1969 by Western Behavioral Sciences Institute, 1150 Silverado, LaJolla, California 92037.)

2. Debrief the simulation by discussing the events that transpired during the game. The following are provided as a framework for discussion:

   a) If rules do not have legitimacy they will not be obeyed. Is it possible to make unfair rules and have people obey them? **Concepts:** revolution/ideologies
   b) Each of us is vulnerable to abuse power when we are given it. "Power tends to corrupt; absolute power corrupts absolutely." **Concepts:** power/ideology
   c) People belonging to lower socio–economic groups often support attempts to redistribute wealth and power more equitably. **Concepts:** ideology/egalitarianism
   d) When cultures/groups interact, there is often an exchange of ideas/customs that leads to social change. **Concept:** cultural diffusion
   e) People often develop strong loyalties to a group that provides them with a sense of identity, security and belonging. **Concepts:** nationalism/patriotism/alliances
   f) When people are dissatisfied with their way of life they look for new ways to improve/organize their society. **Concept:** ideology
   g) New ways of thinking often lead to changes in existing patterns or ways of doing things. **Concept:** ideology

3. To conclude, ask the students to prepare a list of ten things they liked or disliked about the simulation. Post these statements on a bulletin board and use them as references for discussion as the topic of study progresses.

EVALUATION: The teacher may wish to informally evaluate students on group participation skills. It is not recommended that the teacher evaluate this activity formally since it is an opening activity meant to stimulate interest in this unit of study.

ACTIVITY #2 - JOURNAL ENTRIES

OVERVIEW

The journal activity is designed to address several knowledge, skill and attitude objectives. It includes a broad range of exercises such as creating cartoon strips, writing political speeches, and solving problems. These exercises are expected to facilitate the development of a variety of critical and creative thinking skills. In addition, students will practice their communication skills by completing a series of written assignments.

A journal activity enables the teacher to personalize instruction by providing students with alternative assignments and opportunities to explore areas of special interest. A journal can also be an effective diagnostic tool useful for identifying students' strengths and weaknesses. With this information the teacher can design appropriate instructional strategies to meet the individual learning needs of each student.

PROCEDURE

1. The expectations and details of this assignment should be introduced early in the unit since the exercises are meant to continue throughout the course of this topic. The following are some specifications the teacher may wish to present to students:

   a) Writing format – the style of writing may vary from entry to entry; styles may include point form, essay, poems, songs, etc.
   b) Type of journal booklet – three-ring binders, duotangs, file folders, diaries, etc.
   c) Purpose of each entry
   d) Evaluation – format, due dates, value/weighting.

2. After outlining the general expectations of the journal activity, explain the objectives of the first entry. Because some students may be unfamiliar with this type of assignment, it is suggested that the first exercise be general in nature and include the following requirements:

   a) Create a meaningful title for your journal (e.g., "The Memoirs of Francois Carbineau")
   b) Include a favourite picture of yourself that best illustrates you and your personality
   c) Provide a brief description of yourself (e.g., hobbies, sports, careers, aspirations, etc.)
   d) Discuss briefly what you hope to learn in Social Studies 20.

   Note: This exercise should help to "break the ice" between teachers and students; teachers may wish to offer students the opportunity to include their personal reflections on this topic throughout the term, in addition to the formal exercises.

3. Students should be given approximately one week to complete the first journal entry. The following journal entries might be assigned as the unit progresses:

   a) Creating Personalized License Plates – Develop several license plate phrases or names to represent individuals within European society who were instrumental in The French Revolution. Your phrases or names should not exceed seven letters or digits. For example, Marie Antoinette might have a license plate saying "EAT CAKE."
   b) Select one of the philosophers whose ideas helped ignite the fire of revolution in France (e.g., Locke, Rousseau, Hobbes, Diderot, Montesquieu or Voltaire). Write a one-page piece, using the voice and character of that philosopher, describing your beliefs, attitudes and feelings towards your society; include a brief discussion of what you believe would be the ideal society.

c) Draw a picture depicting the various representatives that were involved in creating the Treaty of Versailles. The symbols, clothing and captions in your picture should accurately reflect the sentiments of the nation that each individual is representing.

d) Prepara a one-page political speech based on the ideological beliefs of one of the following individuals: A. Smith, E. Burke, J.S. Mill, R. Owen, C. Fourier, K. Marx, or J. Bentham. It is your aim to try to convince your audience to accept your point of view. Be sure to include a brief description of your audience and where and when your speech is to take place.

e) You are living in England during the Industrial Revolution. Choose one of the following roles and write a one-page autobiography describing the lifestyle of that individual: factory worker, entrepreneur, merchant, artisan, landholder, clergyman, politician, Fabian, etc.

f) Read the following scenario:

It is the year 1888 and the British have been arriving in increasing numbers to this South African colony. Over the past 20 years the British have attempted to modernize the native peoples of this land. The natives have adopted some British customs but refuse to give up all aspects of their cultural heritage. Tensions between the two cultures are growing more serious each day. The British government, realizing that the consequences of imperialism are complex and far-reaching has decided to hold a public forum to try and resolve this conflict. They are willing to listen to all points of view on this issue before taking any direct action. Choose a point of view on this issue and defend your argument using evidence for or against imperialism.

g) Collect a series of cartoons/pictures that illustrate the causes of World War I. Create your own captions for each cartoon/picture so that the causes are clearly identifiable. The causes include: nationalism, imperialism, alliances, ideological conflicts, diplomatic errors, arms race, and the Balkan Crises.

EVALUATION: It is suggested that the journal entries be evaluated both formally and informally. The teacher may wish to evaluate selected exercises for all students or may choose to have students select their best three entries for grading. Journals should be submitted at approximately three–week intervals so that the teacher can provide ongoing feedback to the students.

ACTIVITY #3 - GRAPHING: THE IMPACT OF INDUSTRIALIZATION ON SOCIETY

OVERVIEW

In this activity students will critically examine some of the changes that occurred in society as a result of industrialization. Students will gather data from a variety of sources so that they can graphically depict some of these changes. A wide range of examples can be used, including changes in:

- education enrolments
- percentage of workers employed by age group/sex
- urbanization
- family size
- industrial output
- imports and exports.

After gathering information and representing it in different types of graphs students will be asked to make several generalizations and conclusions about the impact of industrialization on society. Several skills will be practised in this activity such as:

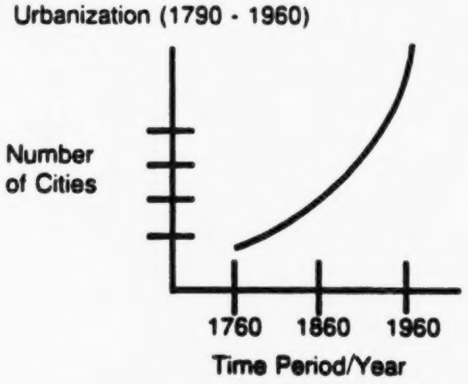
- locating data in sources such as almanacs, yearbooks and other reference books
- communicating information visually
- synthesizing information by drawing generalizations and conclusions about the relationship between industrialization and changes in society.

PROCEDURE

1. Introduce the activity by showing students an example of one of the changes resulting from industrialization. This example should be graphically represented on an overhead. Discuss the graph with students and have them draw some conclusions about the example.

Sample Graph

NOTE: Data are hypothetical



2. Provide students with a list of 5 to 10 topics and instruct them on how to find data which illustrates the impact of industrialization on each of these areas. Have students work in pairs to find the necessary data for three areas/topics.

   NOTE: Several texts include information on this activity (e.g., *Modern Perspectives).*

   Ensure that their choices include data that can be represented by at least two of the following graphic forms: pie graph, line graph, bar graph.

3. After students have completed their three graphs have them write a one– or two–sentence conclusion for each graph.
4. Have students post their graphs around the room. Allow all students to look at the graphs. When they return to their seats ask them to write three generalizations based on their graphs that relate to the impact of industrialization on modern society (e.g., women in industrialized societies may have greater opportunities for employment).

EVALUATION: Graphs

	Excellent 5	Good 4	Satisfactory 3	Fair 2	Poor 1
Title, legend, X and Y axis					
Accuracy Completeness					
Neatness					
Conclusions - relevant, well-written sentences.					

COMMENTS: Total: '20 (25)

ACTIVITY #4 - ROLE PLAYING: WHO WAS RESPONSIBLE FOR WORLD WAR I?

OVERVIEW

This activity concludes the section of study on the causes of World War I. It requires students to draw upon their previous knowledge, as well as to analyse new material that relates to the causes and issues of this international conflict.

In groups, students will apply decision-making skills to an issue, using critical thinking skills to assess a variety of viewpoints and to consider alternatives before making a decision. Students will also practise group participation skills and learn to communicate effectively and confidently through oral debate. Students should develop an awareness of different points of view on issues and episodes in the human experience, and should develop respect for the right of others to hold different points of view.

PROCEDURE

1. Review the causes of war studied previously.

2. Distribute copies of the "Timeline of Critical Events from June 28, 1914 to August 6, 1914." Using this timeline, discuss some of the more significant events, such as the Carte Blanche and the Austrian Ultimatum. Discussion should focus on the question: When during this time frame could war have possibly been averted?

   During this discussion students should develop an awareness that each of the major powers was partially responsible for making war a reality.

3. Distribute copies of "The Issue of Responsibility." In groups of four or five have students choose a country and defend that country's innocence in terms of being responsible for starting the war, using the following statement as the starting point.

   "It can be said that none of the major Powers wanted a European war, yet all pursued policies that made such a war highly probable."

   There are six powers represented in this activity: Serbia, Germany, Great Britain, Austria-Hungary, France and Russia.

4. Have students select a country and then gather, organize and interpret information in order to develop an effective defence for that country's innocence. It is important that students build their case by making reference to the "guilt" of the other major powers. The following provides an example of some of the points that might be used to defend the position that France was innocent:

   - German diplomacy relied too heavily on the threat of war.
   - Germany gave Austria-Hungary "Blank Cheque" support for a war with Serbia (July 5, 1914).
   - Russia encouraged Slavic nationalism in the Balkans that created tension throughout Europe.
   - The Serbian government, aware of the plot to assassinate Franz Ferdinand, did nothing to prevent it.
   - The Austrian ultimatum to Serbia was deliberately designed to provoke a Serbian refusal.

Timeline of Critical Events from June 28, 1914 to August 6, 1914

June 28, 1914 : Assassination of Archduke Ferdinand of Austria-Hungary in Sarejevo.

- Assassins were members of a Serbian terrorist society the Black Hand (Union or Death).
- Serbian Government was aware of the plot, but did little to prevent it.
- Austro-Hungarian Government and High Command favoured war with Serbia, but were hesitant without knowing Germany's position.

July 5, 1914 : Austria-Hungary presents its case to the Germans.

- German Emperor Wilhelm II and the High Command gave Austria-Hungary complete support and urged an ultimatum be served on Serbia.
- This has come to be known as the Carte Blanche – the Blank Cheque.
- Germans were confident that the war would be local; they believed Russia was unprepared for war.

July 5 – 23, 1914 : Diplomatic manoeuvring.

- Austria-Hungary sought to isolate the crisis by justifying to other countries their decision to punish Serbia.
- The major powers simply waited to see what Austria-Hungary would do.

July 23, 1914 : Austro-Hungarian ultimatum issued to Serbia.

- Prepared on July 20.
- Ultimatum was purposely worded so strongly it could not be accepted by Serbia.

Terms of Austrian Ultimatum: 48 hours to reply.

a) Suppression of all publications hostile to Austria-Hungary.
b) Destruction of all anti-Austro-Hungarian terror and propaganda groups.
c) Removal of all anti-Austro-Hungarian materials and teaching in Serbian schools.
d) Dismissal of Serbian officials civilian and military accused by Austria-Hungary of propaganda.
e) Austro-Hungarian police to supervise the investigation of the assassination.
* f) Those convicted of the assassination were to be tried for treason.
g) The arrest of two Serbian government officials known to be involved in the plot.

* Serbia rejected this demand.

July 24, 1914 : Russia openly declares complete support for Serbia.

- Russia could not possibly be prepared for war before mid-August.

July 25, 1914 :

- Austria-Hungary assures Russia that no territory would be taken from Serbia.
- Russia starts preparation for war if Serbia attacked. (Military planning, no movement of troops).
- France assures Russia of support if war comes with Austria.
- Serbia replies to Austrian Ultimatum: learning of Russia's support, Serbia accepts all of terms except 4(f) ..(Why?).

July 25, 1914 : (cont'd)
- Serbia mobilized her army along Austro-Serb border before sending reply.
- Austria–Hungary mobilizes for war.

July 26, 1914 : British propose a conference to deal with Austro-Serb crisis.
France.....accepts conference   Germany.....rejects conference
Russia.....accepts conference   Austria–Hungary.....rejects conference

July 27, 1914 : The French start plans to mobilize, fearing that the Germans will attack France if war breaks out.

July 28, 1914 : Austria–Hungary declares war on Serbia
- This is partly a bluff or gamble to frighten the Serbs and force Russia into negotiations to settle the Serb crisis.

July 29, 1914 : Germans attempt to bring about last minute negotiations to prevent war.
- Germans pressure Austria–Hungary to negotiate and avoid war Austria–Hungary refuses.
- Germans appeal to British to remain neutral if war broke out Britain refuse.
- Germans warn Russia not to go to war.

July 30, 1914 : Austria–Hungary and Russia resume talks to negotiate settlement (Ambassador level).
- While talks are going on, Russian army and government decide on general mobilization, despite German warnings against such action.

July 31, 1914 :
- Germany sets up general mobilization and sends a 24–hour ultimatum to Russia demanding they cease mobilization.
- Germany asks France what her position would be in event of war (Germans had already decided to attack France first, then strike Russia).
- Germany refuses a British request to respect Belgian neutrality (British committed to support Belgian neutrality by a formal treaty).
- Britain also warns France and Russia not to count on her support.
- Austria–Hungary declared full mobilization against Russia.

August 1, 1914 : French reply to German inquiry of July 31: "France will be guided by her own interests."
- 3:55 p.m. – French mobilization against Germany
- 4:00 p.m. – German mobilization
- 7:00 p.m. – Germany declares war on Russia having received no reply to the German ultimatum of July 31.

August 2, 1914: Britain agrees to support France, but does not mobilize or declare war.
- Germany invades Luxembourg and Belgium.

August 3, 1914 : Germany declares war on France.
No apparent reason, no conflict over which to go to war.

August 4, 1914 : Britain declares war on Germany as the invasion of Belgium begins.

August 6, 1914 : Austria–Hungary declares war on Russia and vice-versa.

NOTES:

1. Ironically, the last two powers to declare war were the two powers initially involved in the Serb dispute.
2. None of the powers forced the observance of any alliances formed between 1878 – 1914. Each power acted only on its own behalf. None came to aid the others except to protect themselves.
3. None of the military and political leaders took war seriously. They all regarded war as an instrument of foreign policy and diplomacy to be used as a threat to force other powers to act in certain ways, but never go to war.
4. The war was caused not by the balance of power, but breakdown of the balance of power, between 1892–1907.

THE ISSUE OF RESPONSIBILITY

"It can be said that none of the major Powers wanted a European war, yet all pursued policies that made such a war highly probable."

1. Serbian Responsibility
   - Serbia's encouragement of Slavic nationalism within Austria–Hungary helped foster the enmity between the two nations.
   - The Serbian government, or members of it, knew of the attempt to be made on Franz Ferdinand's life and did nothing to stop it.

2. Austro–Hungarian Responsibility
   - Austria-Hungary was a multinational state existing in a world of nationalism. The dominance of the German and Hungarian elements was threatened because they would do nothing to grant other nationalities equality.
   - Refusing to recognize the need for internal reform, Austria–Hungary resolved to destroy Serbia.
   - The Austrian ultimatum to Serbia was deliberately designed to provoke a Serbian refusal.
   - Austria–Hungary resisted all the attempts by the powers to have the issue brought to the conference table.
   - Austria–Hungary did not want a general European war but knew her policies ran the risk of provoking such a war.

3. Russian Responsibility
   - Russia encouraged Slavic nationalism in the Balkans, creating tension in that area.
   - Russian desire for the Straits was a contributory cause of the crisis in 1909.
   - Russia was the first power to order complete mobilization, an action that her generals, at least, knew was tantamount to declaring war.

4. French Responsibility
   - French governments from 1870 to 1914 kept European tension alive by publicly vowing to get Alsace-Lorraine back from Germany.
   - French imperialism was in part responsible for the crisis in Morocco.
   - After 1909, the French did little to restrain Russia's Balkan policies, e.g., Russian money to Slavic nationalist groups, Russian scheming behind the Balkan League.
   - Pointcaré assured Russia of French backing in the event of a war with Germany, without giving specifications as to cause. This was in effect a "Blank Cheque."

5. British Responsibility
   - Britain failed to make her position sufficiently clear to Germany.

6. German Responsibility
   - German diplomacy relied heavily on the threat of war (e.g., Morocco 1905 and 1911, ultimatum vs. Russia 1909). This type of diplomacy created tremendous tensions and when successful, resulted in the humiliation of the other nation which would then resolve not to back down again.

- German policies were often clumsy if not brutal, and created resentment, suspicion and fear (e.g., Sympathy with the Boers 1899–1902, building a high seas fleet, over–aggressive colonial policy).
- The above aspects of German diplomacy coupled with the tremendous power of her military machine, resulted in the constricting alliances and the armaments race.
- Germany must therefore bear the chief responsibility for the dangerous state of tension in Europe (1890–1914).
- Germany did little to restrain Austria–Hungary in the Balkans after 1890.
- Germany gave Austria–Hungary "Blank Cheque" backing for a war with Serbia (July 5, 1914).
- German politicians were aware of the possibility of a general war but gambled on localizing it.
- Germany did little to get Austria–Hungary to bring the 1914 crisis to the bargaining table.
- Germany was too committed to the Schlieffen Plan. This resulted in the total surrender of the politicians to the generals after Russian mobilization.
- Ultimatums to France and Russia, and German mobilization ended any hope of the Tsar reconsidering his hasty decision to mobilize.
- The German attack through Belgium ended all diplomatic activity and brought Britain into the war. (Germany had broken a treaty signed in 1839 guaranteeing Belgian neutrality.)

5. After students have completed their research and formulated their defence, they should prepare their opening statement to be presented in a debate.

6. To conduct the debate, rearrange the classroom to facilitate communication among the different groups. Each group should identify a major spokesperson who will be responsible for initiating the debate. Once the debate is under way group members should be encouraged to participate in the debate in an organized, responsible manner. The debate should begin with the teacher's introductory comments, followed by each group's opening statements. Other groups should be making note of the comments made at this time, in order to prepare challenging remarks for the second phase of the debate – The Open Round. In this phase, students will take turns asking questions, refuting points and further defending their own positions.

7. Once all positions have been made clear and students' ideas are exhausted, have the students prepare a short written statement indicating their final position on this issue. These statements would be read by the teacher, who would present the final decision during the following class period.

Students should be evaluated on their participation in the debate. The following scoring sheet can be used for this purpose.

DEBATE EVALUATION: Name ____________________	Excellent 5	Good 4	Average 3	Fair 2	Poor 1
Effective statement of opinion in introduction conclusion					
Support of position with specific facts and evidence					
Clear, logical expression of ideas					
Relevant questions asked in rebuttal					
Appropriate group participation and behaviour during debate.					

ACTIVITY #5 - CLOSURE: TREATY OF WORLD PEACE

OVERVIEW

To conclude this topic of study, students will re-examine the forces that led to the development and interaction of nations in nineteenth-century Europe. They will evaluate the impact of such forces on present and future societies by designing a document that aims to preserve world peace. In this document, students will present their ideas on such things as nationalism, imperialism, and industrialization.

This exercise will facilitate the development of several process skills as well as critical and creative thinking skills, as students evaluate past events and formulate an original plan for maintaining peaceful international relations. In addition, students will develop an appreciation for the impact of past events on the shaping of present and future society.

PROCEDURE

1. Lead a discussion about the consequences of the Armistice/Treaty of Versailles. Reference to the concepts of self-determination and national sovereignty should be highlighted during this discussion. Elicit students' responses regarding positive and negative features in the Treaty of Versailles. Alternatively, have students prepare their own peace treaty and then compare it to the Treaty of Versailles.

2. Ask students to create a new document that aims to promote world peace. This document should be designed on large poster paper so that students can include pictures, drawings, etc., in their document. This "Treaty of World Peace" should address such things as:

   - alliances
   - balance of power
   - militarism
   - nationalism
   - egalitarianism
   - spheres of influence
   - world war
   - ideologies
   - imperialism
   - self-determination

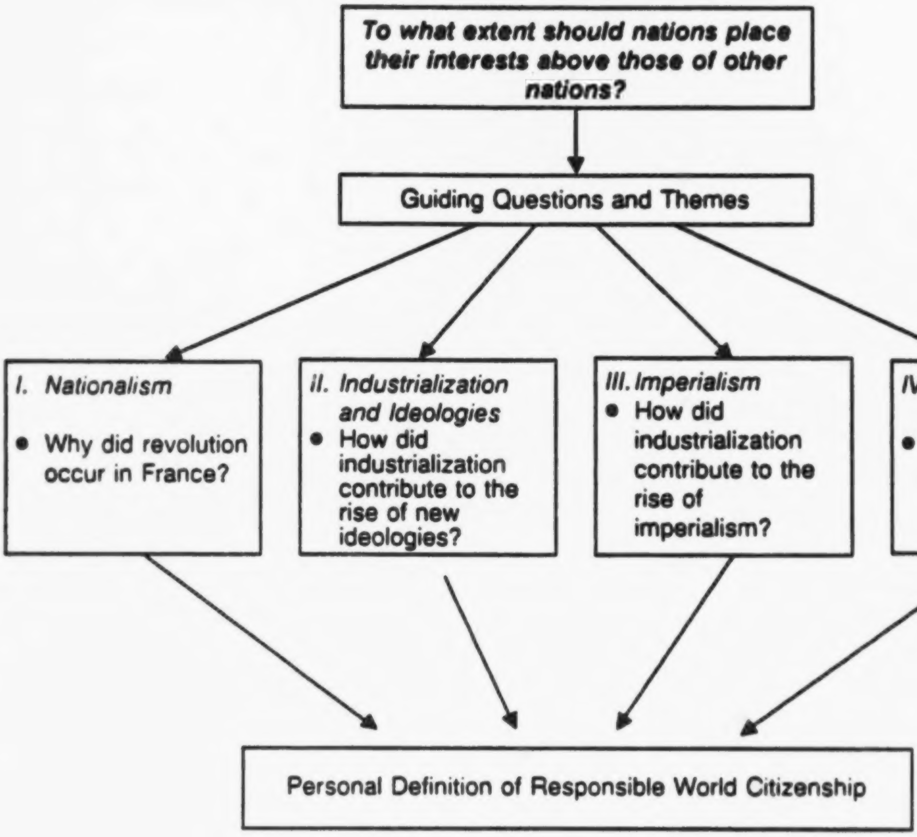
Students will be expected to illustrate their position on how these ideas/forces should be addressed in world striving for peace. The issue underlying this activity is: ***To what extent should nations place their interests above the interests of other nations?***

EVALUATION: Have the students submit their treaty documents for formal evaluation. The following points should be considered for evaluation:

- creativity/originality of ideas
- organization/neatness
- number of concepts depicted in poster.

ORGANIZATIONAL MODEL 20A-2
THEMATIC INQUIRY MODEL

MAJOR ISSUE


To what extent should nations place their interests above those of other nations?
Guiding Questions and Themes
I. Nationalism
• Why did revolution occur in France?
II. Industrialization and Ideologies
• How did industrialization contribute to the rise of new ideologies?
III. Imperialism
• How did industrialization contribute to the rise of imperialism?
IV. International Conflict
• Why did World War I occur?
Personal Definition of Responsible World Citizenship

Model Description: Thematic Inquiry Model

This model uses four guiding questions to focus inquiry on the issue: ***To what extent should nations place their interests above those of other nations?*** Each guiding question is designed to encourage creative and critical thinking about four influences on the development of nations.

The opener will focus students' attention on the various interests nations hold and the inability of each nation to satisfy all of its interests. The inquiry issue allows students to begin formulating possible solutions.

The examination of nationalism will begin with the question "Why did revolution occur in France?". Students will then ask "How did industrialization contribute to the rise of new ideologies?", relating the interests of nations to the belief systems brought about by industrialization. These two themes form the basis for the study of modern nation-states and their interests. Imperialism, a direct result of industrialization and new ideologies, is the third theme students examine. The final theme is international conflict, using World War I as a case study that incorporates the themes of nationalism, industrialization and imperialism.

The conclusion of this model should include a personal definition of what constitutes responsible world citizenship. An activity which encompasses the four themes, their guiding questions, as well as a re-examination of the issue, should be flexible enough to allow for individual interpretation. For these reasons, a major, written essay assignment is one plausible activity.

ACTIVITY #1 - OPENER: THE CREATION OF AN IDEAL SOCIETY

OVERVIEW

Students are introduced to a scenario in which they have the ability to create an ideal society. By describing its characteristics, students reveal their attitudes and beliefs. Discussion of these ideal societies provides the basis for inquiry into the influence of the past upon the modern world, as well as an awareness of the continued impact of the forces which shaped the modern world. At this point, the issue ***To what extent should nations place their interests above those of other nations?*** is introduced.

Students possess many ideas about the world today and about what would constitute an "ideal" world. This activity uses these ideals as a starting point to examine the influence of past events on the modern world. In addition, the creation of an ideal society allows students to express their attitudes and beliefs, which are re-examined in the closing activity. Because of the variety of opinions expressed, students will learn to respect the viewpoints of others and will develop creative thinking skills.

PROCEDURE

1. Introduce the activity as an opportunity for students to create an ideal society. Students should focus on the creation of a society that reflects their attitudes about an ideal and not be concerned initially with the question of "how" such a society could be created. This society requires a name, perhaps "NEOGEO." The sample chart on the following page suggests some characteristics to consider. Such a guideline may be used by individual students or small groups of 2 to 3 students.

2. Students create an ideal society and prepare to present their creation. The emphasis in presentation and discussion is on beliefs and goals rather than on evaluation of correctness. Teachers may wish to have students share their work prior to discussion, to make students aware of the variety of viewpoints.

3. To conclude the discussion, ask students to identify the emphasis or focus of each characteristic of their creation. For example, a society with a high priority on military build-up emphasizes national interests prior international interests. Students identify the emphasis of each characteristic and summarize the overall emphasis of their ideal society.

4. Remind students that their ideal society is a starting point for examining the issue. Many viewpoints may exist, as shown by the variety of ideal worlds. A re-examination of these creations will occur during the closing activity. Teachers can review students' work for future use in resolving the issue ***To what extent should nation's place their own interests above those of other nations?***

EVALUATION: Assign a completion grade for the charts. Formally or informally evaluate students presentations and participation in discussion.

66

CHARACTERISTICS OF AN IDEAL SOCIETY

Student ______________________________

Name of Society ______________________________

CHARACTERISTIC	Rank characteristics in Order of Priority (1–Highest 10–Lowest)	Belief Statement "I or we believe this characteristic is ... because ... "	*EMPHASIS (National or International)
Military Build-Up			
General Education			
Social Programs (e.g., welfare, unemployment insurance)			
Relations with Other Nations			
Trade			
Health Care			
Sports Programs			
Resource Development			
Environmental Concerns			
World Problems (e.g., pollution, disaster relief, peacekeeping)			

* To be completed during discussion.

ACTIVITY #2 - BRAINSTORMING: REASONS BEHIND A REVOLUTION

OVERVIEW

To enhance students' understanding of the ideas and forces behind a revolution, it is necessary to make the concept of revolution more concrete. This activity addresses the basic reasons behind and specific actions leading up to a revolution, using personally relevant examples. Students generate the framework "steps" of a revolution through brainstorming. This framework becomes a concrete model against which to compare the ideas and forces behind the French Revolution.

This activity builds a number of skills, including processing (analysing, synthesizing, evaluating information), communication (oral expression), group participation as well as inquiry strategies (critical and creative thinking, problem solving).

This activity requires sensitivity to the maturity of students, to the expectations of parents, to institutional norms, and to democratic processes. The activity may be adopted or other procedures used. An alternative approach would be to have students focus on a current situation.

PROCEDURE

1. Ask students to "brainstorm" situations in which their needs or desires are being denied. Remind students of the purpose of brainstorming (to generate ideas and discussion) as well as the rules (accept all ideas without evaluation, build on other's ideas, record all ideas).

2. Focus students' thinking on actions they would take if their needs continued to be denied over a long period of time. Again, brainstorming is an excellent method of sharing ideas. Procedures #1 and #2 may be done in small or large groups.

3. Students' action lists should be presented in a manner that allows for crosschecking to eliminate identical or similar actions, in order to produce a master list of actions.

4. Students should rank the actions, stating which action they would undertake first, second, etc. The rankings are necessary to help students understand the perspectives of others. The teacher should also direct the class to consider the consequences of each action. A sample list is shown below.

Action	Purpose/Reason	Positive and Negative Consequences
1. Negotiation - talk - debate	To explain our needs	• listen - change • ignore you - no change
2. Protest - sit-in - picket - strike	To get attention apply pressure	• listen - change • punish protesters
3. Rebel - do not obey rules	To show our seriousness	• may lose more rights • punishment
4. Use Force - revolution	Nothing to lose	• prison • punishment

5. Students discuss their reasons for moving from one action to the next with the teacher directing discussion to focus on the changing attitudes and ideas behind each type of action. Some questions teachers may use to focus students' attention include:
   - "What is important to a person who refuses to take action #4?"
   - "When would you move from action #1 to #2?"
   - "Would you always use all types of action? Would you ever skip over a type of action? Why?"

6. Students should record each action, its purpose or reason, the consequences as well as other information generated by the discussion. This list serves as a guide for comparing historic actions taken during the French Revolution and provides insight into the attitudes of those taking such actions. The teacher should inform students that French citizens faced the situation presented in procedure #1: their needs or desires were being denied.

EVALUATION: You may wish to expand this activity to include a written summary of actions and ideas behind a revolution. Or you may wish to have students evaluate the validity of their list after studying the events of the French Revolution.

OPTIONAL ACTIVITY

Teachers may wish to have students draw generalizations about the relationship between the needs of people and revolutions. One possible generalization is:

"The **more** people's needs are **denied**, the **more likely** revolution is **to occur**."

Key:
- concepts
- **relationship**

GENERALIZATIONS:

Teachers might review the purpose and format of a generalization at this point.

Purpose: A statement that shows the relationship between two or more concepts.

Format: Generalizations consists of two or more concepts and qualifiers or phrases showing the relationship.

ACTIVITY #3 - ANALYSIS OF NEW IDEOLOGIES

OVERVIEW

Students are given an opportunity to analyse ideologies developed in the nineteenth century, based on an examination of the changes brought about by industrialization. This activity builds on previous activities in which students have gained knowledge of the concepts of industrialization, urbanization and ideologies.

The specific purpose of this activity is to have students develop an awareness of the various viewpoints held on issues and events. Further, they should develop an understanding of the relationship between the changes brought about by industrialization and current political and economic systems.

In this activity students are to express, in various ways, their understanding of at least one of the "new" ideologies of the nineteenth century: capitalism, conservatism, liberalism, socialism or communism. This presentation, which may be visual, oral, or written, is to illustrate a relationship between events, ideas and consequences. Students' work is shared in a large group, to facilitate discussion and appreciation of historical as well as individual viewpoints. Generalizations can also be developed about industrialization and ideologies.

Because of the scope of the activity, many skills can be developed and enhanced. The process skills of information analysis/synthesis/evaluation are developed. The format chosen by the students will further develop their communication skills in oral, visual, and/or written expression. Students must think both critically and creatively to analyse the relationship between events and ideologies. Finally, students use their decision-making skills to develop generalizations.

The following procedure is one approach, written to demonstrate the intent of the activity. Many other approaches are possible (such as questioning or rafting). Information on the use of guided imagery or fantasy is available in professional journals and libraries. Teachers may choose to begin this activity with procedure #3, with appropriate introduction.

PROCEDURE

1. Through guided imagery students are asked to imagine a scene during the nineteenth century. Have the students relax and focus on the images generated by the reading. Students close their eyes as the teacher reads in a rhythm or pattern that is steady but includes pauses (shown as dots below). Following the reading, a short period of time should be allowed for students to refocus their thoughts prior to discussion.

2. **Read the following story to develop perspective and generate imagery.**

> **"Imagine you are awaking from a restless sleep...the blanket is thin and the room is cold...you begin to move and feel the effects of yesterday's fourteen hours of heavy physical work...how does your back feel as you sit up?...the floor...how does it feel to your bare feet? you dress in the dark pulling on your woollen clothes, feeling the thin spots where the material is worn...you hear the baby cry for a breakfast it will not have...you drink some weak tea and chew on a cold hard biscuit as you leave for the factory...you look over your shoulder at your family and home...what do you see?...their faces...how do they look?...your home...see it, feel it...smell the odors of your home and hundreds of others...look at the street in which you live...feel the cobblestones beneath your worn boots...you hear others walking nearby...you look at their faces, the way they walk, their clothes...what do you see?...what do you know about their lives?..."**
>
> "Now you are walking down the hill to the factory beside the river...you smell the river and in the first light of day see your place of work...what do you see? Smell?...you are about to enter the factory for another endless day of hard demanding work...you think about the days and years ahead of you and you feel...what?...what do you feel?..."
>
> - "Now, hold that feeling in your mind. Examine why you feel this way...keep those ideas in your memory..."
> - "Now slowly, slowly open your eyes when you are ready."

3. Students discuss their perceptions of experiences as a factory worker. The purpose is to elicit responses to a shared experience and use them as a starting point to compare the perceptions of other groups of people, such as factory owners, Fabians, etc. Students should record common perceptions and identify the reasons for these perceptions for all groups discussed.

Have students do a R.A.F.T. assignment. R.A.F.T. is a writing strategy which attempts to take students out of their present roles and into the roles of others.

R – role (worker, owner, etc.)
A – audience (employer, employee, family, etc.)
F – format (letter, report, diary, news report, etc.)
T – tense (past, present, future)

EVALUATION:	Excellent 5	Good 4	Satisfactory 3	Fair 2	Poor 1	
Content • accuracy • completeness						×2
Organization, Neatness • lack of errors						
Role/Audience • role addressed throughout • audience addressed						×2
COMMENTS:					Total: /25	

4. Have students develop generalizations about the perceptions, reasons and the ideologies. For example:

   - "Factory owners and entrepreneurs **believed** that individuals should benefit from their efforts and therefore **supported** capitalism."
   - "Many people **seeking solutions** to unemployment and poverty **become** socialists."

   Key:

   - concepts
   - **relationship**

5. Have students express their understanding of the relationship between industrialization and the rise of ideologies. Students should have a clear set of guidelines for the formats, focus and evaluation of their assignment. Examples are:

   - Focus (on questions concepts)
     - Demonstrate the relationship between an ideology (capitalism, socialism, liberalism) and events that lead to its development.
     - Present the world of the nineteenth century from the perspective of a capitalist Fabian, Karl Marx or John Stuart Mill, for example, including the problems, beliefs and changes desired by that person.
   - Formats
     - cartoon strips, posters, collages
     - stories written in first person, as diaries, journals, letters, essays
     - speeches by students, role playing characters such as Adam Smith or a factory worker

6. Students' expressions should be shared, as formats allow, to conclude the activity through a discussion of attitudes and present day political–economic systems. Teachers may wish to group the presentations by ideologies to help students appreciate variations within ideologies as well as contrasts between ideologies. At this point, students can draw conclusions about nineteenth-century ideologies and modern political–economic systems. For example, the teacher might list the ideologies developed during the nineteenth century and have students list attitudes or beliefs inherent in each ideology. Then students may identify modern political–economic systems that share similar attitudes or beliefs. Further discussion can elicit students' understanding of developments and variations of nineteenth–century ideologies in the modern world.

ACTIVITY #3 - ALTERNATIVE: SEMANTIC WEBBING: THE REASONS FOR IMPERIALISM

OVERVIEW

This activity is designed to further develop the concept of imperialism. It is expected that students will already have a working definition of imperialism and will be familiar with different examples of imperialistic endeavours. With this background knowledge, students will be able to brainstorm, as well as research, the different reasons nations engage in imperialistic action. Students will then categorize and summarize their findings through a semantic webbing diagram. This activity will conclude with students ranking the various reasons for imperialism, from least acceptable to most acceptable.

Through this activity, students should develop an appreciation for other points of view. They will also engage in critical and creative thinking by brainstorming and evaluating the acceptability of imperialism. Finally, several process skills will be developed in this exercise as students search for, categorize and draw relationships among the various causes of imperialism.

Note: This strategy is on adaptation of 10B-1 (Activity 2) Social Studies 10/13 TRM pp. 36 - 37.

PROCEDURE

1. Write a tentative definition of imperialism on the board. Have students recall various examples of imperialistic actions and ask them to brainstorm reasons for such actions. Record student responses on the board. When all responses have been exhausted, discuss each briefly and ask students to group them in more general categories.

2. Explain that students will be required to research additional reasons for imperialism by using various resource books and/or filmstrips. In a retrieval chart have students list several reasons for imperialism and the advantages and disadvantages for each example. The following chart could be used for this purpose:

Imperialism: Nineteenth-Century Europe

A definition of imperialism.....

Reasons for Imperialism	Advantages	Disadvantages
increase trading partners/markets	bring in capital to mother country	

Note: Several texts and/or filmstrips could be used as resources for this exercise (e.g., *Our Western Heritage* by D. Roselle and A. Young, 1976, pp. 344 - 352; *Spotlight on Nineteenth Century Imperialism* by Michael Gibson, 1987).

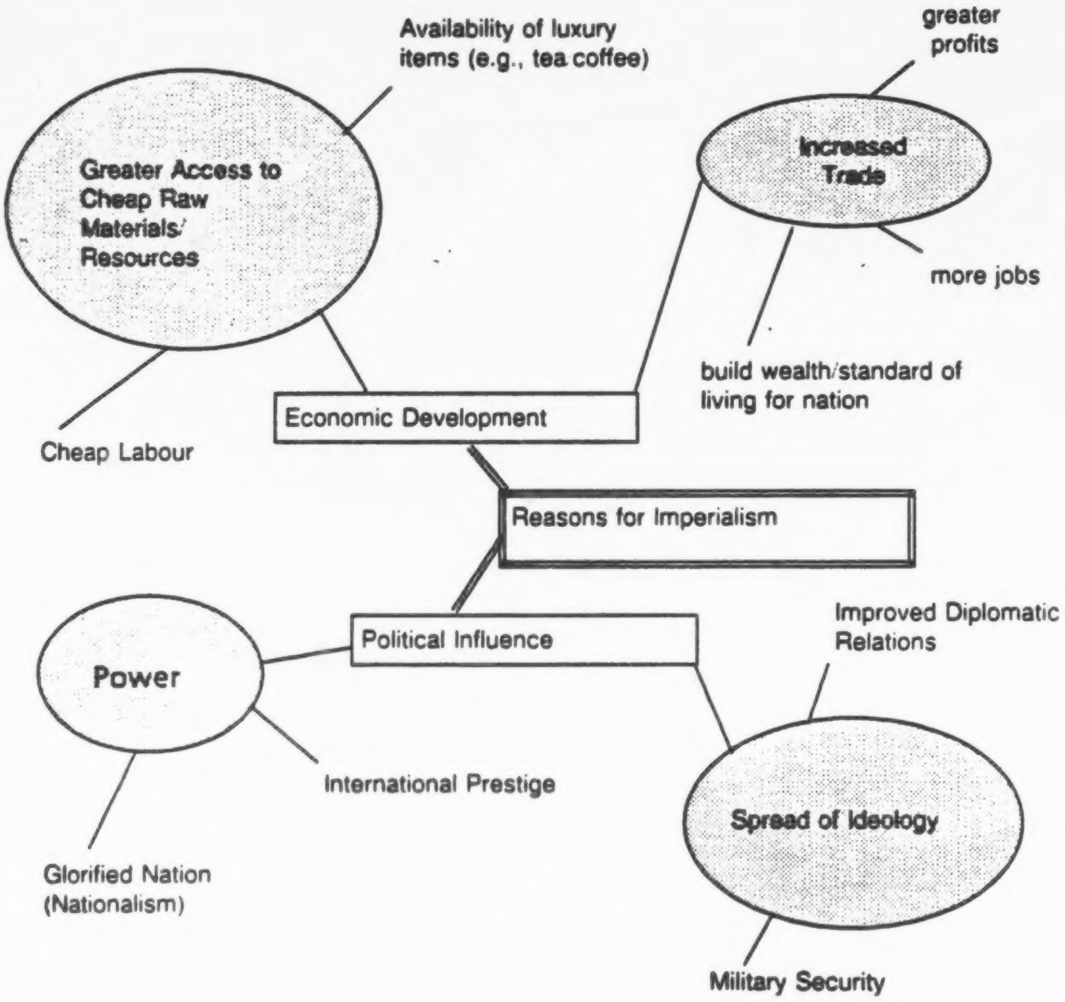
3. After completing the above retrieval chart the teacher can discuss the students' findings and clarify any questions they may have. To prepare students for constructing their semantic-webbing diagrams the teacher should direct the class in categorizing the ideas. For example,

   - What reasons on the list can be grouped together?
   - Why would these be grouped together?
   - What title or heading would you give this group?

Possible categories include:

- economic development (e.g., resources, trade, expanded markets)
- political influence (e.g., spread of ideology, prestige, power)
- social/cultural influence (e.g., unite common cultures)

4. Students, individually or as a class, create a webbing diagram to organize the categories and ideas generated. An incomplete example is given below:


Availability of luxury items (e.g., tea coffee)
greater profits
Greater Access to Cheap Raw Materials/Resources
Increased Trade
more jobs
build wealth/standard of living for nation
Economic Development
Cheap Labour
Reasons for Imperialism
Improved Diplomatic Relations
Power
Political Influence
International Prestige
Spread of Ideology
Glorified Nation (Nationalism)
Military Security

5. As a conclusion, students should rank each of the specific reasons for imperialism from most desirable to least desirable. In addition, they could write a multi-paragraph composition defending or refuting the following statement: "Nations should engage in imperialistic actions in order to satisfy their interests."

An alternative is to have students write two or three generalizations about the causes for and consequences of imperialism.

EVALUATION: Have students submit their individual webbing diagrams/multi-paragraph compositions for evaluation. As well, have students participate in an informal debate on the above-mentioned statement and then grade their participation, communication, and knowledge skills.

ACTIVITY #4 - HISTORICAL INTERVIEWS

OVERVIEW

This activity is an evaluation of the concepts studied in the theme of "International Conflict," using participation and communication and inquiry strategies and skills. In addition, this activity provides practice in restating the issues for the topic.

Students organize information on an historical character or group member from World War I, develop a series of interview questions and responses, and present their interview to the large group. The question guiding the research and interviews is "Why did World War I occur?" Within the group presentation, students express their evaluation of the various concepts of international conflict by answering the guiding question.

PROCEDURE

1. Students are divided into research groups to organize information on an historical character or group (from which a fictional, "typical" member is created). Sample characters and groups:

    - Kaiser Wilhelm I
    - Tsar Nicholas II
    - President Woodrow Wilson
    - Archduke Ferdinand
    - French-Canadian anticonscriptionist
    - Serbian nationalist
    - Canadian trench soldier
    - European refugee
    - American pacifist

2. Students research their assigned character or group, using the guiding question as a focus for organizing their information. Questions such as those shown below may be helpful to students and teachers.

    GUIDING QUESTION:

    Why did World War I occur?

    SUPPLEMENTARY QUESTIONS:

    - What event(s) lead up to WW I? Which were most important? Why?
    - What attitudes or beliefs contributed to the outbreak of WW I?
    - What role, if any, did alliances and individuals play in the cause(s) of WW I?

3. **PRESENTATION:**

    Presentation of students' conclusions should involve all group members. Possible formats include:

    - a talk show with the character being interviewed by a host and answering "studio" questions;
    - a news conference with a series of "reporter" questions;
    - a tribunal where the character defends his or her actions to a panel of judges asking questions; or,
    - a court-martial, trial or other drama involving a final judgment and questioning.

4. Following the completion of group presentations, a summary of the various viewpoints can be made. Students can use these viewpoints to assist in the later resolution of the issue **To what extent should nations place their interests above those of other nations?** Teachers may have students note the various forms of national interests expressed in the presentations.

EVALUATION: The presentation by the group lends itself to formal evaluation by the teacher, the group members and/or the class members. Sample evaluation formats for group participation and presentation may be found in "Examination of the Impact of Industrialization," Model 23A-2, Activity 3.

Students should be made aware of the evaluation criteria and forms to be used, at the beginning of the activity.

EVALUATION OF GROUP PRESENTATION

CRITERIA	SCALE				
	Poor	Fair	Satisfactory	Very Good	Superior
1. Research – depth of information used in the presentation	1	2	3	4	5
2. Questions – quality of the questions asked of the historical character –clarity, smoothness of transitions	1	2	3	4	5
3. Character – quality of the historical character developed	1	2	3	4	5
4. Concepts - inclusion and development of major concepts	1	2	3	4	5
5. Presentation – group ideas, format used and presentation	1	2	3	4	5

Group Members ______________________________

Character ______________________________

Comments ______________________________

ACTIVITY #5 - CLOSURE: RESOLVING THE ISSUE

OVERVIEW

Throughout this model, students have examined the issue–***To what extent should nations place their interests above those of other nations?***–through four major themes and by answering guiding questions. In this activity, students resolve the issue in written format. A role is adopted by students, to help them reflect on the themes and previous activities. Each student creates a solution to the issue and social inquiry skills are emphasized. This activity gives students an opportunity to develop a personal interpretation of the relevancy of the issue.

PROCEDURE

1. Students review the "ideal society" created in Activity 1, to establish a starting point for discussion of the issue. The teacher might begin discussion with a review of two types of interests, national and international, and the forces that guide those interests. Discussion should also include attention to the themes and guiding questions.

2. The issue should be re-introduced and the purpose of the activity outlined. The written resolution of the issue should meet guidelines similar to the following, to focus and personalize the student's interpretation.

   - role adoption - students adopt a role to focus their writing
   - audience - to whom is the writing directed?
   - format - the format of essay writing, including style
   - topic - what is the issue? The topic must be clear.

   In this assignment, the guidelines are:

   "You are a judge in the 'World Citizenship Court,' with the power to make decisions affecting the lives of all world citizens. Your ruling is of grand scope as it will establish rules of conduct for nations in national and international affairs. The issue facing you today is ***To what extent should nations place their interests above those of other nations?*** As the nations of the world and their citizens are eagerly awaiting your decision, you are to write a clear, concise essay. It will explain why the issue is important, the attitudes associated with national and international interests and your reasons for the specific rules of conduct."

EVALUATION:	Students should be made aware of the specific expectations used in evaluation. The above guidelines establish a common focus while allowing for personal choice in expression.

Social Studies 20: Topic B - INTERDEPENDENCE IN THE GLOBAL ENVIRONMENT

The materials for this topic include two organizational models along with several exercises and activities to develop the content. The two organizers present a general framework for approaching Topic B and are examples of how to arrange the topic for instruction. The exercises following each model illustrate a variety of activities that can be used with the organizational model, as well as generally in the social studies classroom. The exercises include openers, activities to develop the topic, and closing activities, each of which integrates the particular knowledge, skill and attitude objectives into a coherent exercise along with, in most instances, an evaluation strategy for the activity. The various activities in this topic can be adapted for use with other topics and within the other social studies courses. As well, activities from the other topics and courses can be adapted for use with Social Studies 20, Topic B.

Specific instructions accompany the exercises and activities; the teacher unfamiliar with the new social studies program, as well as the social studies expert, will be successful in using the manual materials. As you employ this section of the manual, choose those models, activities and strategies that best suit your students, the learning task, the learning environment, and your teaching style.

Topic Contents at a Glance

Organizational Model 20B-1: Alternative Futures 74

Activities:

1. Opener: Future Gazing 76
2. Interdependence in the World 79
3. Evaluating Criteria for Measuring Quality of Life 80
4. Presentations on Approaches to Economic Development 82
5. Closure: Take Action Project 87
   Alternative Closure: Computer Simulation – "Decide Your Excellency" 90

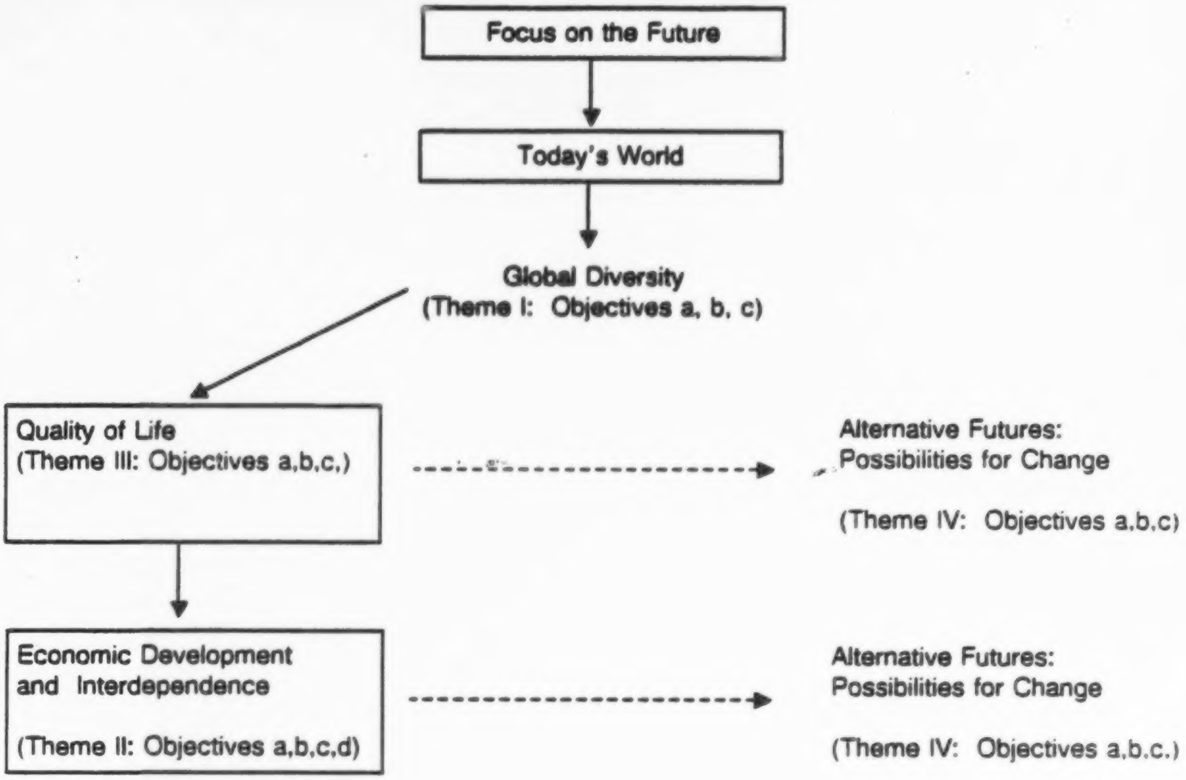
Organizational Model 20B-2: A Seminar Approach 96

Activities:

1. Opener: Simulation Game 98
2. Library Orientation for Seminar Research 100
3. Global Diversity: Map Work 103
4. Developing a Definition of Quality of Life 106
5. Closure: Model United Nations General Assembly 107

NOTE: The models are not self–contained teaching units. They do not include all the exercises and activities necessary to cover all the objectives for Topic 20B.

ORGANIZATIONAL MODEL 20B-1
ALTERNATIVE FUTURES


Focus on the Future
Today's World
Global Diversity
(Theme I: Objectives a, b, c)
Quality of Life
(Theme III: Objectives a,b,c,)
Alternative Futures:
Possibilities for Change
(Theme IV: Objectives a,b,c)
Economic Development
and Interdependence
(Theme II: Objectives a,b,c,d)
Alternative Futures:
Possibilities for Change
(Theme IV: Objectives a,b,c.)

Model Description: Alternative Futures

This model focuses on the theme of alternative futures. After initial speculation by students about the future and the recognition of the many alternative futures possible, students examine conditions and actions in today's world. In an overview, students survey the political, economic and geographic diversity that exists in the modern world. Students examine examples such as trade, communications, or technology to recognize that nations today are interdependent and that actions taken in one part of the world affect other parts. Students will also explore the effect of national interests on international relations.

Having developed some background knowledge, the students next focus on two general areas which present possibilities for change in the future. They first look at quality of life, examining how this concept is composed of many factors and how it is influenced by people's differing perspectives. Possible questions for inquiry are ***What constitutes quality of life?*** or ***Should developed countries set the standard for quality of life?*** At this point a related global concern such as the spread of disease or demographic pressures can be studied. Students next examine examples of how quality of life is increasingly being affected by global environmental issues. In this examination, students should assess a number of potential solutions and recognize that these solutions often require international cooperation. This study provides many opportunities for the development of further issues and questions, such as ***Should nations pay tropical countries to stop the cutting of tropical rain forests?***

In studying issues related to quality of life, the concept of development will have been raised. Study now focuses on its complexity as students examine the local and international factors which influence economic development. Through case studies, students will also examine how countries approach economic expansion in different ways. A question which might be used to organize this section of the unit is ***Should economic growth and development be a primary goal for all nations?*** The section concludes with an exploration of the alternative futures possible when considering solutions to global concerns such as resource consumption.

The model can also conclude with a summary using the question ***To what extent should the world be optimistic about its future?*** as a focus. This provides an opportunity for students to draw on the knowledge they have gained in the unit to support their positions.

ACTIVITY #1 – OPENER: FUTURE GAZING

OVERVIEW

As an introduction to Topic B, students are asked to make predictions about the future by creating the headlines for the front page of a newspaper of the future. Through analysing these predictions and viewing a film depicting different future scenarios, students will recognize that the future cannot be divorced from the present, that its "seeds" are planted now and what we do today will influence the shape of tomorrow. Students should also be able to identify aspects of today's world that will cause the greatest changes in the future.

The activities in this opener highlight creative thinking skills; students will be engaged in brainstorming and writing headlines for speculations on future events. Students will also practise a variety of participation skills in a group brainstorming session, in a task group to complete the front page of their newspaper and in class discussion. Oral and written communication skills will also be used, especially if students are asked to write the lead paragraph of the story to go with their headline. In examining the film, students will learn to interpret visual materials and to use critical thinking to detect bias.

The brainstorming session and task group can be used to encourage students to develop respect for the contributions and ideas of others.

PROCEDURE

1. Introduce the topic of thinking about the future, using articles from a newspaper or magazine regarding predictions of the future, or a cartoon.

   This might lead to a brief discussion about why people like to forecast the future. Questions might include:

   a) If you could have your future completely and accurately predicted, would you take advantage of the opportunities?
   b) If you had the power to predict the future of others, would you tell them the truth?
   c) Is thinking about the future important? Why or why not?
   d) How accurate are predictions about the future?

2. Students form small brainstorming groups to generate their own list of predictions for the future. Imagine you are in a time machine with the dial set for 2020: what would you notice when you arrive?

   Remind students that the purpose of brainstorming is to generate a large number of ideas without evaluation. This can be reinforced through a friendly competition–the group who has the largest list at the end of X minutes wins some small prize.

3. Ask students to work with their group to create the headlines (and if desired, the lead paragraphs) of a front page of a newspaper of the future. Each student in the group is to select one of the predictions they brainstormed to use as the subject of the headline (and lead). The headlines must include local, national and international news items.

   Students might also be encouraged to add "photos" and other creative touches if time permits.

Before proceeding, the teacher might display several headlines (and leads) to serve as models of headline "style."

Example:

> **MACHINES OBJECT OF LABOUR ANGER**
>
> **(World Press)**
>
> **CALDEERTON, ALBERTA — Last night a group of an estimated 500 people completely destroyed the CompuLabs Company plant, the largest computer installation in Western Canada. Damage estimates were well over one billion new dollars said a company spokesperson, A. Smith 101C438.**
>
> **The destruction seemed to be part of a series of well-organized attacks on automated machinery which took place in all sections of the country yesterday. "I see this labour unrest as a response to the large scale unemployment currently plaguing the country", said Calgary police chief, B. Smith 354R910...**

4. When front pages are completed, display them in the classroom. Ask students to survey all the predictions to note similarities, patterns, etc. Follow with a discussion using questions such as:

   a) What similarities did you notice in the forecasts made by the class? How do you account for these?
   b) How would you rate the degree of optimism/pessimism you have about the future? How do you explain this rating?
   c) What trends from today do you notice influencing the forecasts you made?
   d) What variables could alter some of the predictions you have made?
   e) If students had been asked to do the same assignment 50 years ago, how accurate do you think their forecasts might have been?

5. Introduce "The Future" by telling students the film presents three scenarios of life in the future and by supplying some questions for students to think about or make brief notes on as they view the film. Alternative films about the future could be shown, e.g., The Third Wave.

FILM: THE FUTURE

A Churchill Film, 1981
22 minutes (colour)

CONTENT: Approach three scenarios for life in the future.

Scenario One:

A world reached through technological advancement. All of our problems are solved efficiently and readily. Our technological mastery of life is complete.

Scenario Two:

The possibilities of collapse: economic, social, ecological. It shows a stark future predicted by those who believe we are not capable of coping with problems such as overpopulation, thermonuclear war, and the destruction of the environment.

Scenario Three:

A future brought about by transformation, a change in consciousness from those shown in both previous scenarios. The possibility of solving our problems and surviving becomes apparent.

Suggested questions and discussion points:

a) Briefly describe the three scenarios presented.
b) Which future scenario seemed the most realistic to you? Why? Which of the other scenarios seemed unrealistic? Why?
c) Which future seemed the most desirable to you? Why? What was undesirable about the other scenarios shown? Why?
d) Was the film biased in favour of any point of view? Explain.
e) What feature of the world today do you see reflected in the scenarios? Do the forecasts seem a fair assessment of these features?
f) Were any of your forecasts about the future also shown?
g) Can an individual do anything about the future or is it out of his/her hands?

6. The activity concludes with students identifying issues of global concern they expect to see addressed or changed in the future.

EVALUATION: If desired, students' work both individually and as a group member on the headlines can be formally evaluated. This might involve self, peer and teacher evaluation. Students' notes on the film can also be graded.

ACTIVITY #2 – INTERDEPENDENCE IN THE WORLD

OVERVIEW

In the global overview in the unit, students will have examined the diversity and disparity that exists in the world. In this activity, they focus on the interdependence and interaction of nations. The purpose of this activity is for students to understand the concept of interdependence and to be able to provide examples which show the interconnections of the world's nations.

The activity uses an inductive approach, with students examining maps, graphs, photos, articles, etc., which give different examples of interactions in the world. From these, students identify the concept of interdependence and illustrate their understanding by orally or in writing providing further examples.

Students will develop skills in the analysis and synthesis of information. As well, depending on how students present their own examples, they will practise communication skills in speaking or in writing. This activity also encourages students to be aware of and appreciate the interdependent nature of the world.

PROCEDURE

1. Before students enter the class, post around the room examples of interaction between nations, such as:

    - a map showing Canada's major trading partners
    - a graph showing the contributions of nations to foreign aid
    - a brochure from an airline showing their international routes
    - a flowchart from a multi-national corporation showing its offices and plants
    - an article on an international agreement (e.g., tariffs)
    - an article on an economic summit meeting
    - a map showing the areas affected by acid rain or the Chernobyl fall-out
    - an article on refugees on an international scale
    - a photo showing tourists in another country.

2. When students enter tell them that all the data displayed relates to a common idea. They are to examine all the examples and determine what the common factor is.

    Further guidance can be given by telling students to look at each example and ask: What is this about? What does it show? How is it like that example? and so on.

3. After all students have had an opportunity to examine the examples, a discussion of their observations and conclusions about the common idea takes place.

    Discussion concludes with students suggesting other examples of interdependence not shown in the class display.

4. Students are then given the assignment to find another map, chart, article, photo, etc., that illustrates interdependence. They can bring this to class the next day and present it orally as a review and reinforcement of the concept, or they can write a short paragraph to hand in.

EVALUATION:	Evaluation of student understanding should be based on their ability to derive the concept from the data and from their ability to provide further examples.

83

ACTIVITY #3 – EVALUATING CRITERIA FOR MEASURING QUALITY OF LIFE

OVERVIEW

To focus students' attention on how definitions and measurement of quality of life are based on different factors, they are asked to develop their own criteria for measuring quality of life. They next compare these criteria with those of other students and with measurement systems described in texts or atlases. Through the explanation of their own criteria and the analysis of others, students should recognize the variety of perspectives on quality of life.

Students will develop skills in the analysis and evaluation of data. Oral communication skills are developed as students defend their criteria. An appreciation that there are different perspectives on quality of life will also be fostered.

PROCEDURE

1. Ask students to imagine that they are consultants for an international aid organization and have been asked to develop a system that can be used to compare the quality of life in various nations in the world.

   Ask students to identify the criteria they would include in their measurement system, to give reasons why each criterion should be included. Students might write their criteria on newsprint to display in the classroom for easier discussion and comparison.

2. In a discussion, ask students to explain and justify their criteria. Discussion might begin by having students note the common criteria that were used and why students felt these reflected quality of life. Then discussion can focus on the uncommon standards used. The discussion might conclude with questions such as:

   - Would people living in different parts of the world agree with the criteria you have established?
   - Are there any other criteria you would add to your list now?
   - Are there any criteria you would delete from your list now?

3. Ask students to compare their criteria with systems developed by others. For example, students could refer to:

   - "Living Standards," a series of maps on socio–economic ranking, food intake, literacy rates, and infant mortality found on pages 127–128 *Canada and the World: An Atlas Resource*. Matthews, G.J., and Morrow, R., Prentice–Hall Canada Inc., 1985.
   - "Assessing the Quality of Life," Chapter 6 in *World Prospects: A Contemporary Study* 2nd Edition by Molyneux, J., and MacKenzie, M., Prentice–Hall Canada Inc., 1987.

   Have students identify criteria they did not use and give reasons as to why these might have been used in other ranking systems.

4. The activity concludes with a discussion of "intangible" aspects of quality of life that cannot be measured by statistics. This should introduce the cultural dimension of perspectives on quality of life.

EVALUATION: Since this activity is largely of an oral nature, formal evaluation is difficult. However, a participation checklist can be used or a summary paragraph on students' conclusions about the difficulty of measuring quality of life.

ACTIVITY #4 – PRESENTATIONS ON APPROACHES TO ECONOMIC DEVELOPMENT

OVERVIEW

In order for students to understand the complexity of economic development, they need to analyse the degree of success of various approaches to economic development. In this activity students, working either individually or in small teams, research the goals of development in selected countries, identify both successful and unsuccessful approaches used to meet those goals, and identify factors that contributed to the success or failure of those approaches. Students' research is then presented to the class in an illustrated talk. Students take notes during the presentations and make generalizations based on the examples given. Through the synthesis activities students should come to understand that countries make different decisions on development because of varied needs and circumstances. The activity might conclude with students writing a position paper on the question: **Should economic growth and development be a primary goal for all nations?**

In selecting the nations to be researched by the students it is important that consideration be given to the following:

- nations selected should reflect the range of political, cultural and geographic diversity in the world
- nations selected should also represent varied goals in development and varied approaches to that development
- adequate resources should be available for students' research on the nations selected.

In the research stage of this activity, students will be practising and developing skills in gathering, organizing and analysing information from a wide range of sources. In presenting their research to the class, students will also develop their oral communication skills and their skills in constructing appropriate visual aids to accompany their presentation. If the teacher elects to have students work in teams to complete their research and presentation, students will also develop skills in working effectively with others to complete a task. In listening to the presentations and making generalizations, student process skills in summarizing materials and analysing and synthesizing information will also be developed. If the activity is followed up by a position paper or test case study, students will also practise their written communication skills in supporting their views with factual details and examples.

Students will also be encouraged to appreciate the interdependent nature of the world by recognizing that development is influenced by international factors and to appreciate the range of views that exist on the goals and approaches to development issues.

PROCEDURE

1. Introduce the assignment by using a short reading or film which shows the same approach to development being used successfully in one circumstance and unsuccessfully in another. This will initiate a discussion of why the approach might have been effective in one example and not effective in the other. Students' responses will likely draw on previous knowledge about the factors that influence economic development.

   Hand out the assignment. Examples of an assignment sheet and evaluation sheet are provided on the following pages. When handing out the assignment, indicate the time allotted, review expectations and describe the criteria for evaluation.

87

APPROACHES TO DEVELOPMENT: ASSIGNMENT SHEET

Total time given: 4 hours in class

Objectives: Through research from a number of sources you will:

- identify the goals of development in the country you have selected,
- identify examples of successful and unsuccessful strategies used in that country to reach its goals, and
- identify factors which caused the success or failure of these strategies.

You will present your research in an oral presentation to the class, using visual materials such as graphs, charts, maps, etc., to help effectively communicate your information.

You will show your ability to work cooperatively with others to complete a task.

Procedure:

Step One: Planning (15 minutes)

In a meeting with your team, discuss how you will approach the work to be done. Also discuss where you might look for information on the country you have selected.

Step Two: Research (2 hours)

Use the following questions to guide your research:

1. What is the present degree of development in the country you have selected?
2. What prospects does it have for future development?
3. What are the goals of development?
4. What approaches/strategies/methods are being used to reach these goals?
5. What approaches seem to be most successful? What factors are contributing to this success?
6. What approaches seem to be most unsuccessful?

As you research, use a system to organize your notes and keep an accurate record of your sources.

Step Three: Preparation of Presentation (2 hours)

Meet with your team members to plan your presentation. First decide what information and examples your group will present. Then prepare an outline of your presentation. Discuss how you could use some visual materials to present information more effectively than with words alone. Prepare the spoken and visual part of your presentation, being sure that every team member plays a part in the final product. Rehearse your presentation so you are well prepared and comfortable with it.

EVALUATION:

You will be marked on the process you use in this assignment:

Research notes	**— organization, completeness (individual mark)**	**/10**
	— evidence of breadth of research (group mark)	**/5**
	— accurate bibliography (group mark)	**/5**
Group contribution	**— peer evaluations (individual mark)**	**/10**
	TOTAL	/30

You will also be marked on the **product** you completed, your oral presentation:

Content —	/15
Organization —	/5
Delivery —	/10
TOTAL	/30

2. Students complete their research and prepare their presentation. It may be necessary for the teacher or teacher–librarian (if available) to review the use of current resources such as periodical indexes with students. If needed, the teacher could also provide a short lecture on tips in preparing an illustrated talk such as showing examples of note cards, discussing how visual materials such as posters, charts, graphs, maps or overhead projections could be used effectively, etc.

   To assist students in evaluating the success of various approaches, it would be useful to take time to develop some criteria. A good article to use is "Development — What Does It Mean?" from *Paths of Development*, Student Readings by Access Network and TVOntario, 1986, p. 26.

3. To facilitate drawing generalizations, the teacher might have students construct a retrieval chart to use as they record notes from the presentations.

4. Ask students to make generalizations about approaches to economic development from the information in the presentation. They might, for example, note common factors which seem to encourage the success or failure of development projects.

   These generalizations can be developed through a directed class discussion, through student work in small groups with the results being presented to the class, or through individual student written assignments.

   Discussion might conclude with the question: **Why do nations make different decisions on how to approach development?**

5. Summary and evaluation of students' understanding can be done by

   - having students write a position paper on the question, **Should economic growth and development be a primary goal for all nations?** Students should draw upon information from their research and the presentations to support their position.

   - having students analyse a teacher–designed "test case." For example: The case study "South Korea: Industrialization" in World Prospects: A Contemporary Study Second Edition pp. 173–174. Students are given a map, statistical information, etc., on a fictional or actual country (that was not used in the student research). Students are asked to describe what approaches to development they would recommend for this country and their reasons for these recommendations.

EVALUATION: Formally evaluate students on their research notes and bibliography, their presentation to the class (see Sample Evaluation Form attached), their generalizations if written, their position paper or test case recommendations. If students work in teams for their research and presentation, students could also complete a peer and self–evaluation (see Teacher Resource Manual, Social Studies 10/13 Topic A, Model 13A–1, Activity 3 for samples).

Sample Evaluation Sheet

Subject of presentation____________________ Group Members

Evaluated by____________________

____

____

____

____

	Excellent 5	Good 4	Average 3	Fair 2	Poor 1
Content:					
Background on the country	___	___	___	___	___
Goals of development	___	___	___	___	___
Example of a successful approach	___	___	___	___	___
Factors contributing to its success	___	___	___	___	___
Example of an unsuccessful approach	___	___	___	___	___
Factors contributing to its failure	___	___	___	___	___

Total /30 ÷ 2 = /15

	Excellent 5	Good 4	Average 3	Fair 2	Poor 1
Organization:					
Introduction	___	___	___	___	___
Transition in ideas	___	___	___	___	___
Conclusion	___	___	___	___	___

Total /15 ÷ 3 = /5

	Excellent 5	Good 4	Average 3	Fair 2	Poor 1
Delivery:					
Clarity of pronunciation	___	___	___	___	___
Adequate volume	___	___	___	___	___
Eye contact, gestures	___	___	___	___	___
Use of notes/note cards	___	___	___	___	___
Use of visuals	___	___	___	___	___
Evidence of effective group work	___	___	___	___	___

Total /30 ÷ 3 = 10

Comments

TOTAL 30

ACTIVITY #5 – CLOSURE: TAKE ACTION PROJECT

OVERVIEW

As a conclusion to Topic B, students are asked to select a topic of interest to them which has arisen in the course of the unit. Then students design and complete a project related to this topic. The purpose of this project is to have students address the final stages of inquiry – applying a decision and taking action consistent with that position. Students conclude their project by evaluating its success in a written report. Students could work individually or in small groups depending on the nature of the projects.

Through this activity, students will be developing a wide range of process skills; however, skills in synthesizing information will be highlighted since students will formulate opinions based on the critical examination of information and propose a plan of action. Skills in social and political participation will also be emphasized with students identifying situations in which social action is required, developing appropriate strategies to produce constructive change, and developing the personal commitment necessary for responsible community involvement. Through writing proposals for the projects and defending these to teacher and class, the completion of the projects themselves, and the report evaluating the success of the completed project, students will also practise and develop communication skills.

PROCEDURE

1. Outline the assignment (see "Sample Instructions" below) and its evaluation to the students. It would be helpful to have a model proposal to show students.

2. By reviewing their notes and texts individually or in small groups, students identify aspects of Topic B which are of interest to them. These could be shared in a class brainstorming session.

3. Students procede with the research necessary for the completion of their project proposal. This proposal could take the form of a memo:

   Date:
   To:
   From:
   Subject: Proposal for Take Action Project

   Student proposals are presented to the class to examine their validity. At this point students may need to revise their proposals.

   Note: Depending on the projects, students may need to negotiate the deadlines for their completion.

4. Students complete their projects.

5. Students assess the success of their project in a brief written report. For example, if students wrote a letter to a public official, they would report on the reaction they received to their letter. This report could also be delivered orally to the class.

SAMPLE INSTRUCTION: TAKE ACTION PROJECT

Now that you have examined some of the problems and concerns associated with today's interdependent global environment, you are to plan and execute a project to address one aspect of this topic which is of interest to you.

In order for your project to be successful, it must be carefully planned and thought out. Therefore, you must prepare a written proposal of your project to present in class. This will give the class an opportunity to evaluate the validity of your project before you attempt to carry it out.

Your proposal will include information on each of the following:

Topic: You may choose any topic that deals with some aspect of quality of life or economic development and interdependence. Include in your proposal background information such as:

- what the issue/concern/problem is
- what are the causes of it
- what are the possible future consequences if it is not addressed
- why it is an important issue/concern/problem
- what might be done to address it

Audience: Explain who your intended audience will be and why they are appropriate for your project. Include the complete name of the individual or group, title (if appropriate), and address of the audience.

Purpose: In this part of your proposal you must explain EXACTLY what you hope to accomplish:

- what specific action do you want taken?
- how will this action help to address the issue/concern/problem?

Format: Choose a format that will be most effective for the purpose you have identified. You might consider:

- an article for a magazine or newsletter
- a letter to a government official
- a fund raiser for a particular project
- a petition
- involvement in a development project

In your proposal explain why this format is appropriate. Also include an explanation of any special materials or procedures that you will follow to carry out your project.

Proposal Due:

Project Due:

Evaluation Report Due:

EVALUATION: Formally evaluate the clarity of students' proposals, the finished projects, and their evaluation report (either oral or written) of the success of the project. Below is a scale which can be adapted to evaluate the completed projects.

Evaluation for Take Action Project

Student Name: ______________________

1.	Demonstrates a clear awareness of the issue/problem/concern		
	1 2 3 4 5 6 7 8 9 10	X 2 =	20
2.	Appropriate choice of audience		
	1 2 3 4 5 6 7 8 9 10	X 1 =	10
3.	Appropriate choice of format		
	1 2 3 4 5 6 7 8 9 10	X 1 =	10
4.	Evidence of research		
	1 2 3 4 5 6 7 8 9 10	X 3 =	30
5.	Overall effectiveness of project		
	1 2 3 4 5 6 7 8 9 10	X 3 =	30
	Comments:	**Total**	100

ACTIVITY #5 – ALTERNATIVE CLOSURE: COMPUTER SIMULATION – "DECIDE YOUR EXCELLENCY"

OVERVIEW

After completing their study of Topic B students will find it interesting to apply the concepts and generalizations that they were able to develop throughout the unit. This activity will take the students into the area of critical and creative thinking as they attempt to apply a variety of solutions to the issues that arise in a third–world country.

"Decide Your Excellency" is a game about a hypothetical, yet realistic, third–world country called Abacaxi. Students, either individually or in groups, assume the roles of the newly elected president, Longwe Gutpela, and his associates, in order to understand better the complexities of development in the third world.

By means of this microcomputer simulation, students will experience the challenges and frustrations of governing a third–world country. In the process, they will have to analyse various development strategies and make difficult decisions. A greater comprehension of the intricacies and interdependence of global systems political, economic, technological, environmental, and socio–cultural should grow out of the simulation experience. Perhaps above all, it will create awareness of and empathy with the aspirations and problems of the world's developing nations.

PROCEDURE

1. The computer simulation "Decide Your Excellency" is a part of the "Paths of Development" kit produced by Access Network and TV Ontario. The Teacher's Manual does an excellent job of setting up the simulation for small group study within a classroom. All of the necessary information is provided as well as operating instructions for the Apple computer and appropriate diskettes. A key aspect of the teacher's manual is the follow–up activities that provide research essay topics as well as creative problem–solving exercises both of which could be used as integral or enrichment activities.

OR

2. The following adaptation of "Decide Your Excellency" allows students to work on the program independently, coming together at the end for a group competition similar to the one outlined in the teacher's manual.

   Indicate to the students that they will be taking on the role of Longwe Gutpela, a politician from Abacaxi, who has just returned home from attending University in Alberta. Longwe Gutpela is about to become president of Abacaxi and has a great desire to share his general understanding about third world problems and what some of the proposals for resolving them are. Longwe Gutpela has attempted to share his understanding of the problems with other government leaders. It is your responsibility to enter the simulation with some of the same background as Longwe Gutpela. Therefore by successfully completing Activities 1, 2, and 3, you may help to resolve some of the problems facing Abacaxi.

STUDENT INSTRUCTIONS

ACTIVITY 1 – INTERNALIZING THE PRESIDENT'S DOSSIER

Objectives: You will

- acquire the background information on Longwe Gutpela and Abacaxi necessary to make development decisions that are realistic;
- develop reading skills while digesting the information contained in the presidential dossier;
- exercise organizational skills by selecting and arranging in sequence information; and,
- use communicative language skills while sharing a particular portion of information.

Materials:

a) Copies of the President's Dossier for each member. This dossier is divided into four main sections:

    i) Profile of Abacaxi. Extracted from the hypothetical textbook, *A Guide to Developing Nations*, it includes a brief history, maps, and comparative statistics.
    ii) Canadian news magazine article. Reproduced from an imaginary magazine, *Canadian Perspectives*, it provides students with an "objective" developed–world perspective on Abacaxi.
    iii) Abacaxi intelligence report. This secret file documents Longwe Gutpela's past activities and includes an intercepted letter, a book review, and a report card.
    iv) Memos from the presidential aide. Two confidential memos itemize "Who's Who in Abacaxi" and the major problems confronting development in the country.

b) Copies of the two worksheets for Activity 2 entitled "Notes on the President's Dossier."

Procedure:

1. The information that you gather from the President's Dossier is very important when you start to make decisions at the keyboard as President Gutpela, or one of his advisers. You are to take notes on the worksheets provided. It is essential that you have a sound understanding of the material in the President's Dossier.

ACTIVITY 2 – COMPETITION: SETTING GOALS AND APPLYING STRATEGIES

Objectives: You will

- establish priorities for improving conditions in a third–world country;
- state these priorities as development goals;
- devise strategies to effect improvement;
- apply these strategies over a term of five years;
- compare and analyse approaches taken by various groups following this procedure;
- draw conclusions based on this analysis;
- become aware of the complex and interdependent nature of interest groups and power groups in Abacaxi; and,
- develop cooperative negotiating skills and strategies.

96

Materials:

a) Printouts of student records from the class management diskette for each participating development team. (These will include the results of popularity polls, as well as economic consequences and the status of development factors.)

b) A bulletin board display area where these printouts and organizational data (teams and members, a calendar) can be displayed for reference purposes.

c) Descriptions of the various characters and groups in the Dossier memo – "Who's Who in Abacaxi."

d) A scoreboard where the results of competition can be posted. Points can be calculated as set out on the following pages:

The final score levels recorded on the computer printout for the Development Factors, the Economic Summary, and the Popularity Poll will be compared among the groups. In addition, the final scores will be compared with the goals set for the five-year plan.

Development Factors:

Each time a stated goal is attained or exceeded, 1 point.

Economic Factors:

Average per-capita income: 1 point for attaining the stated objective. Score one additional point for each dollar increase above the objective.

Foreign-exchange reserves: 1 point for attaining the stated objective. Score one additional point for each million dollars secured beyond the objective.

Imports: Score 1 point for attaining the stated objective. Score one additional point for each million dollars worth of exports above target.

Exports: Score 1 point for attaining the stated objective. Score one additional point for each million dollars worth of exports above target.

Government revenues: 1 point for attaining the stated objective. Deduct one point for every million dollars by which expenditure exceeds revenue.

Government expenditures: 1 point for attaining the stated objective. Deduct one point for every million dollars by which expenditures exceeds revenue.

Popularity Poll: For every popularity objective met, 1 point. Deduct one point for every percentage point of popularity.

e) Computer Simulation Discs – "Decide Your Excellency"

97

Procedure:

1. You will be required to take on the role of someone who lives and works in Abacaxi. As this person, you will become a member of a "Development Team." You will see your teacher in order to find out your role and your team. The team will have as its major objective the task of improving the social, political and economic situation in Abacaxi and will be scored on the success of its decisions at the end of five years. The team with the greatest overall success at the end of the five–year period is the winner.

2. You must indicate to your teacher when each of the five rounds of the simulation is to be played by the development team. Your team will indicate the completion of a round by turning in a printout of the results of the simulation. The tracking system monitors the scores at the end of each development year, and this is recorded on the printout.

3. Each team meets to establish priorities within its development plan. These then form the basis for decision making at the computer keyboard. The team logs in for year 1, keys in its goals for the five–year plan, plays Round 1 of the simulation, and prints out the results of its first year in office.

4. After submitting the year 1 results, the team analyses its position and makes plans for Year 2. Members then play Round 2 of the simulation.

5. Upon the final date for submitting results, when each team has completed its final printout, the final scores are tallied and the name of the most successful development team is announced.

ACTIVITY 3 – DEBRIEFING DISCUSSION

Objectives: You will

- compare and analyse approaches taken by various groups following this procedure;
- develop generalizations about disparities in distribution and utilization of resources within and among countries;
- discuss the complexities of the problems facing a third-world nation and recognize that some problems have no "best" solution, only trade–offs and compromises; and.
- display critical thinking skills by analysing and evaluating both information and opinions. and also by recognizing biases.

Materials:

- yourself
- notes, printout, etc., from game

Procedure:

1. You will be required to attend a seminar to analyse this project. During this seminar you will be required to formulate a number of supported generalizations.

2. The following is the format that we will be using to develop generalizations. You are to attend the seminar with 3 to 5 generalizations in rough.

GENERALIZATIONS ARE STATEMENTS OF THE RELATIONSHIP OF TWO OR MORE CONCEPTS.

It is a good test of a generalization, therefore, to try to recast the statement into the "if...then" form.

If it is cold, then the rain will turn to snow.

If there is a combination of warm weather, large amounts of rainfall, and fertile soil, then large amounts of vegetation will be produced.

EVALUATION:

1. Participation/Observation checklist used by teacher during simulation.

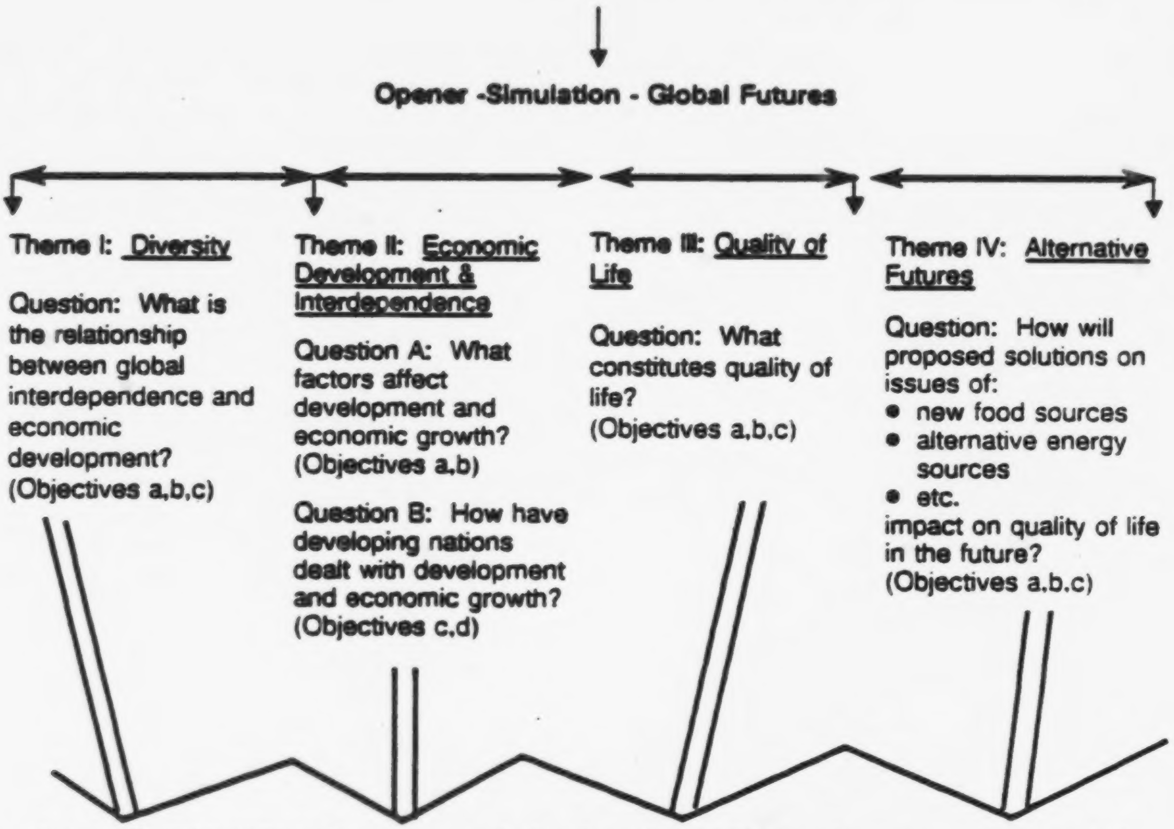
2. Summative evaluation of research essay and/or critical thinking activities.

3. Summative evaluations of generalizations and supporting details.

4. Summative evaluation of student participation in group discussion (See 10A–2, Activity 4.)

ORGANIZATIONAL MODEL 20B–2
A SEMINAR APPROACH

Reflections of Global Interdependence



Opener -Simulation - Global Futures

Theme I: Diversity

Question: What is the relationship between global interdependence and economic development? (Objectives a,b,c)

Theme II: Economic Development & Interdependence

Question A: What factors affect development and economic growth? (Objectives a,b)

Question B: How have developing nations dealt with development and economic growth? (Objectives c,d)

Theme III: Quality of Life

Question: What constitutes quality of life? (Objectives a,b,c)

Theme IV: Alternative Futures

Question: How will proposed solutions on issues of:
- new food sources
- alternative energy sources
- etc.

impact on quality of life in the future? (Objectives a,b,c)

Issue: **Should nations be concerned about quality of life in other parts of the world?**

Model Description: A Seminar Approach

This model is based on the idea that resolving complex and controversial issues in a productive manner requires citizens who can talk to one another and successfully negotiate their differences. It is therefore important that students be engaged in meaningful discussion with their peers and teachers. This is ideally dealt with in a seminar situation with a group of 5 to 15 students.

After participation in an opening simulation which introduces them to interdependence in the world and global issues, the students will focus on one of the four themes. Students will complete teacher-developed activities that are raised by student questions from the simulation so that students will have the opportunity to acquire information (knowledge and concept base), reflect on their stand, and build the courage to openly discuss and question others on their position regarding the inquiry question, e.g., diversity - *What is the relationship between global interdependence and economic development?* The teacher could adapt the themes into as many seminars as needed to meet student needs. As each seminar is completed the students will move into new teacher-developed activities in order to successfully deal with the next inquiry question.

As students complete the necessary activity for each seminar they will begin to see the interrelatedness of the material, issues and possible solutions. **Neither the skills of reasoning nor the confidence to take a stand on an issue or question and discuss it, are acquired quickly or easily**. The discussion and questioning involved in the seminar will become less teacher-directed and more student-centred as they become familiar with the process and as they continue to see the interrelated among the concepts. As their knowledge base and understanding grows by moving from theme to theme they will constantly draw upon previous material and discussions to help them resolve the new inquiry question. Their communication skills, both oral and written, will improve because of their involvement in activities that require them to clearly express their point of view.

The inquiry questions will lead the class to a discussion of the main issue - ***Should nations be concerned about quality of life in other parts of the world*?** Closure to this main issue and the model can be brought about by conducting a simulation of the United Nations General Assembly. This will give the whole group a forum to be involved in meaningful discussion.

ACTIVITY #1 – OPENER: SIMULATION GAME

OVERVIEW

As openers, simulation games provide students with an excellent opportunity to "experience" many of the key concepts and generalizations that will be focused on during the remainder of the unit. The simulation game "Global Futures" is an excellent way to introduce the themes, generalizations and concepts in this topic. In particular the simulation game demonstrates:

- the need for international cooperation;
- that the world's future is not predetermined, alternative futures can be designed;
- the interrelatedness of global problems;
- that the present gap between "have" and "have not" countries can be lessened; and,
- the need for long-range planning in present policy making.

The group processes of playing and debriefing this game will lead the students to an appreciation of the diversity and interdependent nature of the world.

PROCEDURE

1. The guide book for playing the game is excellent but requires some careful reading in order to fully understand the outcomes. It also suggests a variety of ways to debrief the simulation game so that the needs of the students can best be met. The game becomes an excellent generator of questions whose answers will help the students prepare a knowledge base for the seminars that they will be involved in.

The GLOBAL FUTURES game is a dynamic simulation of present and future world conditions in terms of Population, Food, Technology and Education and the relative growth rates of each. Groups of players representing eight socio-economic world regions barter for resources in 5-year rounds (10 minutes in game time) toward the year 2020. Players make collective policy decisions, make errors (reflected in World Destruct Points) and develop optimal strategies to make all of humanity a success. Players come away from the game having gained insight into the interconnectedness of global problems and the need for a cooperative effort to solve them. The game can be played by 8 to 48 participants in a 2-hour period.

For the complete kit containing Facilitator Manual, a set of 48 Scoresheets, and a Transparency of sample scoresheet for use with overhead projector: $17.75 (U.S.) postpaid, shipped upon receipt of payment (Earthrise, Box 120, Annex Station, Providence, Rhode Island 02901).

EVALUATION:

1. Personal Response Paragraph on understandings gained from the simulation game.
2. Tentative generalizations can be developed and referred to throughout the unit.

GLOBAL FUTURES GAME PLAYING DATA

Skill Level:

High School through College (ages 14 and above).

Number of Players:

8 to 48 players in 8 groups of 1 to 6 players per group.

Playing Time:

2 – 3 hours in one period, or less if broken up into 2 or 3 periods. (Estimated time includes player preparation, playing and debriefing.)

Preparation Time for Facilitator:

30 to 60 minutes.

Materials for Players:

Scoresheets, summary rules, pencils and name tags.

Materials for Facilitator:

Facilitator manual, blackboard or newsprint, and an overhead projector (optional).

Physical Needs:

A large room with a flat floor and movable chairs or tables with chairs which can comfortably seat all players with enough room to allow players to move around. The room should be acoustically private to allow for a high level of activity.

FACILITATOR MANUAL OBJECTIVES

- To demonstrate the need for international cooperation.
- To demonstrate that the world's future is not predetermined; that alternative futures can be designed.
- To demonstrate the interrelatedness of global problems; specifically population, food, technology and education.
- To demonstrate that the present gap between the "have–not" countries can be lessened.
- To demonstrate the need for long–range planning in present policy making.

SCOPE

A simulation is a representation or a model of reality, and by necessity, a simplification of the real world. The GLOBAL FUTURES game is a dynamic simulation of present and future world conditions in terms of population, food, technology and education and the relative growth rates of each. Using real–world statistics as futurists and policy–makers, groups of players representing 8 socio–economic regions barter for resources in 5–year rounds (15 minutes in game time) reward the year 2020. Players make collective policy decisions, make errors (reflected as "World Destruct Points") and learn that long–range planning and international cooperation is required to provide a desirable level of living for every person on the planet during the next 60 years (3 generations).

PLAYERS' ROLES

Groups of players represent 8 socio–economic regions:

- Africa and the Middle East
- China and S.E. Asia
- Indian sub–continent
- Japan
- North America (Canada and U.S.A.)
- Latin America
- West Europe
- U.S.S.R. and East Europe

ACTIVITY #2 – LIBRARY ORIENTATION FOR SEMINAR RESEARCH

OVERVIEW

The seminar approach to this topic requires the student to go beyond the textbook and into research–library research and/or investigative research (e.g., first hand interviews).

The range of materials available for student use is very wide. Students must be made aware of the variety of materials that a library has available on current topics presented in this unit. In order to intelligently discuss the issues presented in this topic, students need to make use of as wide a range of materials as possible. They need to be able to find and use material from maps, graphs, charts and tables as well as current periodical literature. By having access to a wide variety of current material students will be exposed to a variety of perspectives on global issues and questions. It is therefore of the utmost importance that the teacher and teacher–librarian work together to develop a library research techniques program designed to focus on the content area of this topic.

PROCEDURE

1. The teacher or teacher–librarian should explain why it is necessary for students to be aware of the wide variety of materials available to them.

2. Depending on the level of library research skills of the class ("Oh no! We already know how to use the library") a pretest could be given to them so that anyone achieving 80% or better would not have to complete the orientation.

3. The library research orientation can be completed individually or in groups of two. The completed overview sheet should be checked and initialled by the librarian upon completion. This checking procedure and a summative quiz will allow both the teacher and teacher–librarian to identify areas that may need remedial instruction in order to help improve the students research techniques.

INTERDEPENDENCE IN THE GLOBAL ENVIRONMENT – OVERVIEW SHEET

1. The United Nations publishes a *Demographic Yearbook*. Using the latest edition, find the expectation of life at birth for males in Guinea–Bessau.

2. The *State of the World Atlas* has a section on "Our Daily Bread."
   R
   912
   Kid
   By looking at the map, find which continent had major famines between 1960–1979.

3. One of the most helpful references for the Population unit is the *Encyclopedia of the Third World*. Look up Somalia and find the sub-heading under which you will find daily per capita intake.

4. *Countries of the World and Their Leaders 1988* has fairly current information. Use this service to find the literacy rate in Singapore and Pakistan.

5. The *Worldmark Encyclopedia of the Nations* has extensive and current information on all countries. Bolivia has had many immigrants in the last 20 years. Why did they go there?
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   Wor
   1984

6. There are two types of migration – internal and international. Which of these has had the greatest effect on Indonesia? Use the *International Encyclopedia of Population* to find this.

7. List two subject headings in our library you could check to find information on population and food in the future.

8. Find the book *Future Dimensions of World Population*. What is its publication date? Give a reason why you think it would/would not be a valuable source of information.

9. How many filmstrips does the school have on population?

10. Who is the editor of the book *Making It Happen: A Positive Guide to the Future?*

11. What is the classification number on the book *Atlas of World Population History?*

12. What is the difference between a book with an "R" above the classification and a book with a number only? e.g.,
    R and
    310.02 310.02
    Sta Sta

13. Check the vertical files (pamphlet) on Uganda and Jamaica to find an excellent source of material that is common to both countries. Name the series of these booklets.

14. Using the reference book *Europa Year Book 1985*, find out if the birth rate in Yugoslavia increased or decreased since 1971. By what percentage?

15. Almanacs provide fast access to information on many topics. Look up "Madagascar" in the 1987 edition of *Information Please Almanac*. Find the percentage of people who are illiterate.

16. The political, economic and social conditions in each country of the world is updated each year in *Statesman's Yearbook*. Use the 1986–87 edition to find the GNP per capita of "The Gambia."

"Overview" and "Quiz" courtesy of Mrs. J. Unrah.

Library Quiz –

1. Name four specific reference books that would provide current information on countries you may be studying.
2. List two subject headings you would look under for information on this unit.
3. Why is it important to check the copyright date of the books you are using?
4. a) What materials are found in the vertical file?
   b) Why should you consult the vertical file for your research on this topic?
5. How is a book with "R" on the spine different from a book with only a number on the spine?
6. If you cannot locate a specific book for a bibliography, where can you get the information to compile your list?
7. The card catalogue has non–print materials listed as well as print (books). How can you distinguish between the two?
8. What type of book contains information on a variety of topics and is updated each year?
9. Name a book that provides most information in statistical format.

"Overview" and "Quiz" courtesy of Mrs. J. Unrah.

EVALUATION:

1. Pre–test/Post–test.
2. Completion mark for overview sheet.

ACTIVITY #3 – GLOBAL DIVERSITY: MAP WORK

OVERVIEW

This activity is designed to give the students an overview of the economic diversity to be found in the world today. This will act as one of the lead-up activities to the seminar on the question *What is the relationship between global interdependence and economic development?* The students are required to acquire, evaluate, synthesize data and make generalizations from a variety of maps, graphs and charts. By gathering this data and preparing it for discussion in a seminar, the students will appreciate that different perspectives exist on quality of life.

PROCEDURE

1. *Canada and the World, An Atlas Resource* and teacher's guide are useful resources to use with this activity. With some modifications this activity can be applied to atlases that contain maps on the world economy.

   After handing out the atlases have students work on the following series of questions.

a) Define and/or explain the following terms:

- gross national product (GNP)
- manufacturing
- industry
- extracting industry
- agriculture.

b) Examine the GROSS NATIONAL PRODUCT Map on page 125:

- list all the countries with a GNP/person of over $5000
- map these countries on a blank world map
- describe the location(s) of these countries
- with what factors might GNP/person be compared in order to explain the geographical distribution of the countries with a GNP of over $5000?
- the top two countries (see chart) may be surprising to some people. What has been the major factor in making these two countries the highest in terms of GNP/person?
- using the top and bottom countries in terms of GNP, and referring to any other maps in this section of the atlas, suggest whether or not GNP/person is a good indicator of living standards. Provide examples to support your opinion.

c) Refer to the graph entitled GROSS NATIONAL PRODUCT PER CAPITA:

- suggest why the developed world is increasing at a rate greater than the developing world
- suggest some of the social and political implications of such a situation as it appears on the line graph.

d) Compare the GROSS NATIONAL PRODUCT map with the two maps, INDUSTRY and AGRICULTURE:

- what generalization might be made about countries with a high GNP/capita and the contribution of agriculture (percent of GNP)?
- what generalization might be made about countries with a high GNP/capita and the contribution of industry (percent of GNP)?
- as a check, perform a similar check using low figures for GNP, INDUSTRY and AGRICULTURE.

e) Refer to the bar graph FOREIGN DEBT OF DEVELOPING NATIONS:

- suggest some of the reasons that individuals go into debt (e.g., to buy a new car)
- generalize these reasons (e.g., to purchase something wanted or needed before having enough cash to actually pay for it)
- what is meant by the term "foreign debt"?
- the graph focuses on "developing nations." Do developed nations such as Canada have foreign debt?
- apply the generalizations to the developing nations.

2. Depending on the quality of generalizations developed by students it may be necessary to take some remedial steps to teach the construction of generalizations. The following chart can be made into an overhead to use with students in constructing generalizations. The chart is adapted from *Teaching Strategies for the Social Studies* by James A. Banks.

   a) The chart contains a beginning definition of a generalization.

   b) Next, space is provided to brainstorm concepts or main ideas from content just covered.

   c) The next section deals with showing relationships among the concepts. It also gives examples at the bottom of the page. Students can be asked to show the relationship between the three concepts rain, cold, snow.

   d) Then the student can construct generalizations based on the concepts/main ideas that they generated previously.

GENERALIZATIONS

Generalizations are statements of the relationships of two or more concepts. These statements may range from very simple to very complex statements.

The key point is that the generalization must express a relationship between two or more concepts. Verb phrases such as grows larger, declines, is influenced by, is associated with, causes changes in, or varies with, are often used to describe the relationship between the concepts.

If it is cold, then the rain will change to snow.

If there is a combination of warm weather, large amounts of rainfall, and fertile soil, then large amounts of vegetation will be produced.

EVALUATION:

1. Completion mark for this activity.
2. Completion mark for maps.
3. Collect and evaluate generalizations (this will allow for remedial teaching of generalizations if needed).

ACTIVITY #4 – DEVELOPING A DEFINITION OF QUALITY OF LIFE

OVERVIEW

When preparing for a seminar that deals with quality of life and its varying perspectives it is important that the students have a personal definition of the concept. By arriving at a personal definition, the students will recognize that quality of life is defined differently by different people, thus, allowing them to draw comparisons between life as a Canadian and life as an inhabitant of other nations. The students will be working individually, in small groups and as a class group in order to arrive at their definition of quality of life. This group work will hopefully allow them to see the diversity within the class and be able to extrapolate this to the world. The variety of group work will create positive attitudes within the class allowing for the acceptance of different perspectives on quality of life.

PROCEDURE

1. Individually, students list 10 requirements (things they consider absolutely necessary) for a good "quality of life." They should then rank order their list.

2. Students are randomly placed in groups of five and are instructed to reach a consensus, to create a rank ordered list with which they all agree.

3. Have the students come back to a large group setting in order to discuss the process and outcomes from the small group discussion

   - could your group agree on a list? why? or why not?

   (personal choices and values will make group consensus difficult).

4. On one half of an overhead sheet list the elements of quality of life which the students agreed on.

5. It is important to have some pictures that depict life in other parts of the world. It is also preferable to have people in them. Individually, have the students take on the role of a person in the picture. Again, they are to rank order a list of what they now would consider to be necessary for good quality of life.

6. Now, going back to the first list on the overhead sheet, have the students suggest items from their role playing list to be placed on the sheet as well.

   a) Discussion – Why would their lists be different? (cultural, social values, differences in possible expectations)
   b) Have students attempt to define "quality of life." It is difficult to define because many factors are considered; each society has different combinations considered desirable; individuals within a society have different aspirations.

7. In their small groups of five, students decide on some basic necessities, and establish a minimum set of living standards which every person in every country should have a right to expect.

8. Student groups report to the whole class and a class list is synthesized.

EVALUATION: Student participation in group work (functioning of the group, completion of task) may be evaluated.

ACTIVITY #5 – CLOSURE: MODEL UNITED NATIONS GENERAL ASSEMBLY

OVERVIEW

As a conclusion to Topic B, students synthesize and apply the knowledge they have gained to debate issues and questions raised in the unit.

Students imagine they are the United Nations delegate for a selected country who is to speak on at least one resolution in a General Assembly Plenary Session. The resolutions are developed by either the teacher or the students on topics arising from the seminar discussions of the unit or from current issues.

In this activity students must use a wide variety of skills. For example, in preparing for the debate students must use many process skills to research the resolution and the position they will take as a delegate. In the debate itself, students will develop listening skills in order to identify and evaluate the key ideas of other speakers. Skills in oral communication will, of course, be highlighted as students speak on the resolutions.

As well, this activity encourages the development of a willingness in students to consider a variety of perspectives on global issues and questions.

Note: A thorough explanation of how to plan and run a Model United Nations is found in *Speech and Debate Resource Booklet* Chapter 10, "Organization of a Model United Nations," available through Access Network or the Alberta Speech and Debate Association.

PROCEDURE

1. During the course of the unit instruction, the role of the United Nations was probably discussed. To introduce this activity, it would be beneficial to review the objectives and methods of the United Nations through a brief reading, filmstrip or lecture.

2. The assignment is outlined to students (see sample instruction sheet); students are assigned to or select countries to represent from a predetermined list. The teacher should design this list based on a wide variety of nations represented and the resources available for student research.

3. The resolutions to be debated are either presented (if teacher–generated) or developed (if student–generated).

   Note: In developing the resolutions, efforts should be made to draw upon issues from each of the themes in the topic.

Sample resolution:

PRINCIPLES FOR INTERNATIONAL MANAGEMENT OF DISPOSAL OF DANGEROUS WASTES

The General Assembly,

Noting the threat that the improper disposal of dangerous wastes, including radioactive, toxic chemical and medical wastes, poses to the environment and to human health,

Recognizing that this threat is particularly great for the world's oceans and marine life,

Recognizing the need for international coordination and the development of agreed principles for the management of the disposal of dangerous wastes,

1. Calls for an immediate halt to the dumping of toxic chemical waste, radioactive waste, and waste medical materials at sea, whether on the high seas, or in territorial waters;

2. Calls for the development and implementation of measures for the eventual elimination of all forms of dangerous waste disposal at or into the sea, whether directly or indirectly;

3. Calls for an immediate halt to the shipping of dangerous chemical, radioactive or medical wastes from one State to another, particularly to Less Developed States, for disposal within their territories;

4. Calls for the development of an international convention to govern the international transportation, handling and safe disposal of such wastes, on the basis of these principles.

MOVER: MEXICO
SECONDER: PORTUGAL
SPEAKERS: ITALY, NIGERIA, BELGIUM

from "Information Package University of Calgary Department of Political Science."

4. Students research the resolution and their country in order to develop their position.

5. The teacher might also schedule Bloc meetings to allow students to meet and discuss their positions and to plan speaking and voting strategies.

6. Before the Plenary Session, the teacher should outline the procedures and rules of debate.

7. With the teacher or an able student acting as president or secretary–general, the assemblies are held. The teacher might also consider having an administrator serve as president during the sessions.

EVALUATION: MODEL UNITED NATIONS GENERAL ASSEMBLY

To conclude our unit on Interdependence in the Global Environment, you will be acting as the delegate to the United Nations for one of the world's countries. The United Nations assembly will run for two classes, during which time you will be expected to deliver a speech on one of four resolutions:

1. Construct a flag and a name card for your country, both of which should be clearly visible to other delegates. /5 marks

2. For the assembly session wear the official dress of the country you represent. /5 marks

3. Prepare and deliver a speech of no more than two minutes on the resolution you have selected (unless you are the mover or seconder of the resolution). Your speech consists of:

   - an opening statement which clearly indicates your country's position on the resolution /3 marks
   - three or more well–explained reasons using factual data wherever possible 9 marks
   - a conclusion which reaffirms your position and, as much as possible, persuades other delegates to agree with you /3 marks
   - delivery of your speech (practise this before presenting it). /5 marks

4. Bonus marks will be awarded to students wishing to be either the mover or seconder of a resolution.

   The mover opens debate on the resolution and may speak for a maximum of five minutes. The mover must demonstrate a thorough knowledge of the topic of the resolution. 5 marks

   The seconder closes debate on the resolution and may speak for a maximum of four minutes. The seconder must also have a thorough knowledge of the topic. /5 marks

5. You may also gain bonus points by speaking on other resolutions. After debate has begun on a resolution you must indicate your intention to speak by sending a note to the Secretary–General who will place your name on the speakers' list.

   Marks will be given for:

   - offering related facts or evidence in support or rebuttal of the positions given
   - asking an appropriate question.

   Marks will be deducted for:

   - off topic comments
   - disruptive comments or behaviour
   - not following the proper procedures for debate.

TOTAL /30 marks
+ Bonus points

SOCIAL STUDIES 23
THE GROWTH OF THE GLOBAL PERSPECTIVE

Introduction

The Social Studies 23 course entitled "The Growth of the Global Perspective" is appropriate for those students who require more help and alternative approaches in acquiring and developing knowledge, skills and positive attitudes. There are two topics (units) within the course; each topic receiving approximately the same amount of time. Topic A, "The Development of the Modern World," includes three themes: nationalism, industrialization and egalitarianism. Topic B, "Challenges in the Global Environment," includes two themes: global regionalism, and global interdependence and quality of life. Specific process, communication and participation skills, as well as inquiry strategies, will be developed in Social Studies 23. Students will also be encouraged to develop the positive attitudes listed within the program.

As you use this teacher resource manual, you will need to refer back to the *Interim Program of Studies* for Social Studies 20 and Social Studies 23 so that planning is based on the prescribed knowledge, skill and attitude objectives.

Organizational models, opening exercises, activities for developing the topic, and closing exercises have been included within this section of the teacher resource manual to assist you in planning for instruction. The models are not sequential activities which comprise a total unit plan. Any organizational model may be used, provided that an issue and a question are included in each topic, and that the knowledge, skill and attitude objectives from the program of studies are addressed. The models and activities presented provide assistance for developing particular issues, questions, knowledge, skills and attitudes of the program. However, the exercises and strategies included in the manual are only examples that serve to illustrate various approaches to fulfilling the course objectives. They are not intended to cover all of the objectives of the program. It is assumed teachers will use other procedures and present their own activities to meet the prescribed knowledge, skill and attitude objectives.

Several short examples of instructional approaches or "helpful hints" for teaching the new Social Studies 23 course have been listed, along with the models and activities of this section of the manual. These are primarily intended to provide assistance to teachers preparing lessons for Social Studies 13 classes for the first time.

Suggestions for enhancing success for Social Studies 23 students:

- Develop abstract concepts by building from a concrete, personal level to a more abstract level.
- Attempt to interest students in things that have an immediate and practical application to them and which are of personal and social importance. Try to tap areas of student experience or interest, especially in determining issues and questions for inquiry.
- Provide students with some choice in projects and assignments so they can use their strengths and talents.
- Design activities in small "chunks" to accommodate the shorter attention span of some students.
- Provide a great deal of positive reinforcement, praise and constructive criticism to help build self-esteem.
- Encourage discussion, including class discussion and small group interaction. Students seem to require a great deal of "talk" to enhance understanding.

- Employ a wide variety of evaluation techniques (e.g., participation, short paragraphs, debates, group work).
- Focus on skill development by providing explicit instruction and by modelling skills to be developed.
- Provide a great variety of instructional strategies, including audio-visual materials, so students will visualize their learning.

Along with the models and exercises, the resource lists, skill charts, attitude and evaluation components, and the appendices of the manual, will aid in the development of the Social Studies 23 objectives.

Social Studies 23: Topic A - THE DEVELOPMENT OF THE MODERN WORLD

The materials provided for developing this topic include two models for organizing the topic along with several exercises and activities to develop the content. The two organizers present a general framework for approaching Topic A and are intended as examples of how to arrange the topic for instruction. The exercises following each model are designed to illustrate a variety of activities that can be used with the organizational model, as well as generally in the social studies classroom. The exercises include openers, activities to develop the topic and closing activities, each of which integrate the particular knowledge, skill and attitude objectives into a coherent exercise along with, in most instances, an evaluation strategy for the activity. The various activities in this topic can be adapted for use with other topics and within the other social studies courses. As well, activities from the other topics and courses can be adapted for use with Social Studies 13, Topic A.

Specific instructions accompany the exercises and activities so that the teacher unfamiliar with the new social studies program, as well as the social studies expert, will be successful in using the manual materials. As you employ this section of the manual, choose those models, activities and strategies which best suit your students, the learning task, the learning environment, and your teaching style.

Topic Contents at a Glance

Organizational Model 23A-1: Conceptual Model 114

Activities:

1. Opener: Role Play/Picture Analysis 116
2. Timelines of Significant Events in Nineteenth–Century Europe 119
3. Evaluating Equality in a Society 121
   Alternative: Guest Speakers on the Impact of Demands for Social Equality 123
4. Detecting Errors in Thinking 124
5. Closure: The Responsible Global Citizen – Dream or Reality? 126

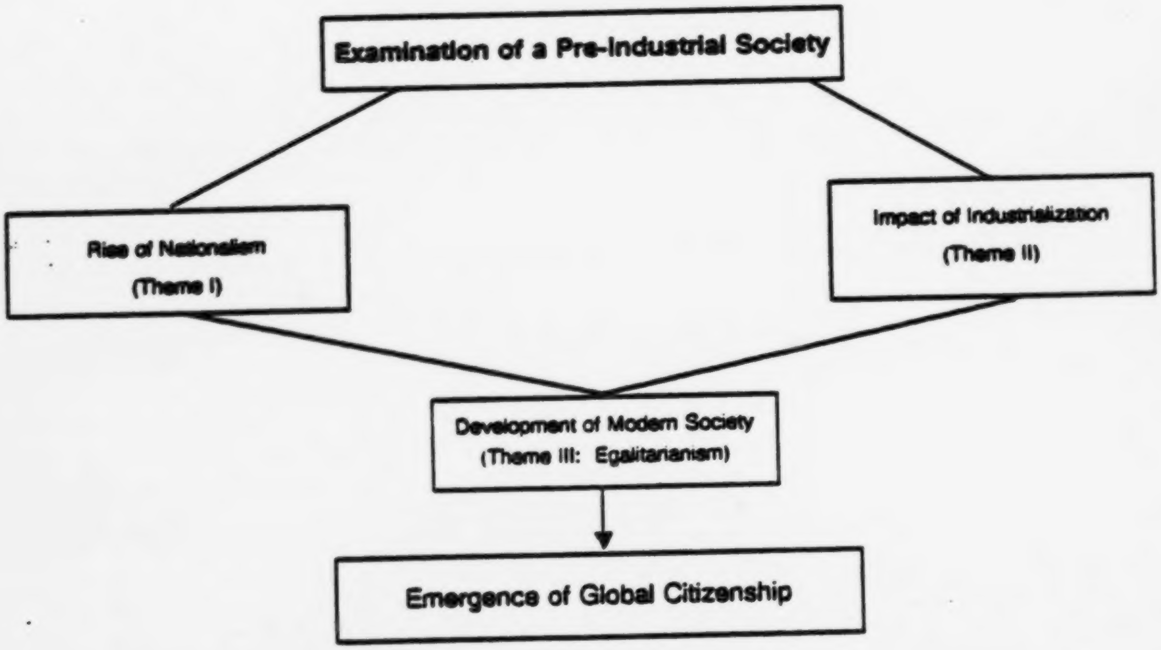
Organizational Model 23A-2: Group Oriented Problem–Solving Model 128

Activities:

1. Opener: Problem Identification 130
2. Research into Current Nationalism 132
3. Examination of the Impact of Industrialization: A Case Study of Imperialism 135
4. Developing Group Participation Skills: Cooperative Group Work on Social Stratification in Pre–revolutionary France 138
5. Closure: Creation of an Egalitarian Society 142

NOTE: The models are not self–contained teaching units. They do not include all the exercises and activities necessary to cover all the objectives for Topic 23A.

ORGANIZATIONAL MODEL 23A-1
CONCEPTUAL MODEL


Examination of a Pre-Industrial Society
Rise of Nationalism
(Theme I)
Impact of Industrialization
(Theme II)
Development of Modern Society
(Theme III: Egalitarianism)
Emergence of Global Citizenship

Issues: Should society provide for greater social equality? or To what extent should nations encourage global rather than national citizenship?

Model Description: Conceptual Model

This model is a conceptual model that examines the three historical themes of nationalism, industrialization and egalitarianism, and their impact on society in the past, present and future.

To begin, students will investigate an example of a pre-industrial society. This provides them with the information necessary for comparing and contrasting pre-industrial society to modern society. Students will understand that in the past European society was agrarian, localized, rural and highly stratified.

The theme of nationalism will then be addressed whereby students will be required to determine the effects of nationalism on this simple agrarian lifestyle. The French Revolution and nationalism in the late nineteenth and early twentieth centuries will comprise the backdrop for inquiry into this theme. Students will then examine the theme of industrialization and its role in the transformation of pre-industrial society.

Having investigated these two forces, students will make a comparison between pre-industrial society and modern society. The third theme, egalitarianism, will then become the focus for inquiry whereby students will examine the impact on society of changes in equality and social mobility. Topics such as the role of women and universal suffrage will be explored to facilitate this objective.

To conclude, the students will engage in a decision-making strategy, discussing the desirability and feasibility of global citizenship. It is recommended that they defend a point of view on the issue: ***To what extent should nations encourage global rather than national citizenship?***

ACTIVITY #1 - OPENER: ROLE PLAY/PICTURE ANALYSIS

OVERVIEW

The intent of this activity is to introduce students to the characteristics and nature of a pre-industrial society. To draw conclusions about the impact of nationalism, industrialization and egalitarianism on the development of the modern world, students must understand what life was like in pre-industrial societies.

This activity, which includes role play and picture analysis, will develop participation and communication skills as groups of students act out assigned roles in front of the class. In addition, creative thinking and problem-solving skills will be enhanced as students analyse various pictures and generate questions to guide further research.

PROCEDURE

1. SETTING THE STAGE: Life in Pre-Industrial Europe

This activity is an opening activity designed to generate enthusiasm and interest in the study. It is expected that students will have some previous experience in role playing although this is not essential. To introduce this activity, the teacher should explain the purpose of the lesson and go over the procedure for the role play.

The teacher may wish to select or ask for five volunteers to conduct the role play. It is feasible for other groups to role play the same scenario; however, this will depend upon time constraints, the needs of individual trainers, and the nature of each group of students involved in this activity.

2. BACKGROUND SCENARIO

A recent archeological dig in southern France has discovered a number of pre-industrial artifacts. Three archeologists were credited with finding these historical relics and have been asked to inform the public as to their significance in a press conference to be held in 24 hours. Two reporters will be conducting the interview with the archeologists and it is their objective to find out as much as possible about pre-industrial society.

MAIN OBJECTIVE

Using the list/collection of artifacts you must present a descriptive account of what life was like in pre-industrial Europe.

ROLE DESCRIPTIONS

Three Archeologists:
- Alberta Jones
- Rachel Ruins
- Digger Bones

Two Reporters:
- Morley Mouthpiece
- Barbara Broadcaster

LIST OF ARTIFACTS

- Handwritten manuscript
- Crown Icon
- Various farm tools (hoe, scythe, etc.)
- Seeds
- Oil lamp
- Clothing (handmade)
- Hourglass
- Horse, oxen (remains)

Note: It is up to the teacher whether to present students with a list of artifacts or an actual collection of artifacts.

Reporters are to ask questions and archeologists are to answer them. It is up to the student groups to create and invent the character assigned to them.

3. PREPARING THE ROLE PLAY

The following suggestions may be given to the students to guide them in preparing for the role play. The students should be given 10 – 15 minutes to prepare their skit.

Initially all five members may wish to discuss the artifacts using the following questions to guide inquiry:

a) What is the artifact?
b) What was it used for (purpose)?
c) Who would own such an artifact?
d) Do we have anything similar in our society?

Once the students have identified and categorized each of the artifacts the reporters will generate a list of questions to ask the archeologists during the press conference. The archeologists will continue to generate ideas and formulate a description of the society to which these artifacts belonged.

Note: The students must remember that their goal is to find out how these people lived and the reasons for their lifestyle.

4. BRAINSTORMING – PICTURE ANALYSIS

While the five students are preparing their skit the teacher will involve the rest of the class in a brainstorming activity. The teacher should locate two large pictures; one representing a modern industrial society and one depicting a pre–industrial society.

These pictures should represent contrasting societies and should somehow depict the themes of nationalism, industrialization and egalitarianism; a more simple comparison may be based on social, political and economic differences.

Note: It may be necessary to use a series of pictures to achieve this.

These pictures should be placed in a location where they are clearly visible to all students. The teacher will then lead a brainstorming session whereby the students are required to identify similarities and differences between the two pictures.

List these ideas on the board. Once students' ideas have been exhausted, the teacher may wish to categorize their responses under three main headings: social, political and economic.

5. ROLE PLAY

Before or after the brainstorming session the teacher should instruct the class on their role as observers. The students should be expected to identify all basic characteristics of pre–industrial societies.

6. **DEBRIEFING**

After the role play has been carried out the teacher will conduct a general discussion about what life was like in pre-industrial societies. Reference to the pictures and the role play should be made during this discussion.

The teacher may wish to ask the observers to offer additional explanations and descriptions about the artifacts presented by the role players.

7. In order to develop questions to guide further research, ask the class to brainstorm all the questions they can think of that could be asked using the pictures of the two societies. It is expected that questions such as the following would be offered:

   Why does picture A have flags?
   Why does picture B not have any machines, large buildings?
   Why are these people dressed so differently?

   Questions such as these can be classified according to the three themes in this unit.

8. To conclude this lesson you may wish to have students prepare a list of ten artifacts from our present society that they would place in a time capsule in order to best describe our way of life to future generations. These lists could then be presented at the beginning of the next class.

EVALUATION: Because this is an introductory activity, formal evaluation is not recommended. However, informal evaluation of student participation and communication skills may be warranted.

ACTIVITY #2 – TIMELINES OF SIGNIFICANT EVENTS IN NINETEENTH–CENTURY EUROPE

OVERVIEW

Because this model is organized chronologically, it is appropriate that students be required to construct timelines of significant events covered in this topic. A timeline could be constructed for any of the following themes:

a) Significant events of the French Revolution (e.g., calling of the Estates General, Tennis Court Oath, Storming of the Bastille, Reign of Terror, Napoleon's Rise to Power).
b) Significant events, inventions and individuals of the Industrial Revolution (e.g., Adam Smith, Karl Marx, spinning jenny, Luddite revolt).
c) Significant imperialistic conflicts prior to World War I (1870–1914) (e.g., Fashoda Incident, Morrocan Crisis, Congress of Berlin, Treaty of San Stefano, Entente Cordiale).
d) Significant events of World War I (e.g., Assassination of Archduke Franz Ferdinand, Battle of Ypres, Treaty of Brest–Litovsk, Zimmerman Telegram, Treaty of Versailles).

This activity would reinforce the development of process skills used to understand time and chronology. As well, students will be encouraged to develop an appreciation for the complexity of the development and interaction of nations in nineteenth–century Europe.

Note: This strategy is an adaptation of 10A–2 (Activity 2), Social Studies 10/13 TRM p. 24

PROCEDURE

1. As students study the various themes in Topic 23A, the teacher may wish to assign or have students select one or more of the above timelines to produce. These timelines could be completed in the students notebooks or on newsprint/poster paper.

2. If desired, these timelines could be set up as an ongoing class activity whereby different groups of students are assigned different time periods to represent on the timeline.

3. Data should be classified thematically using symbols and/or colours. For example,

▭ = significant person
* = significant event
△ = significant invention

Timelines may also include brief descriptions or highlights of events, persons, accomplishments. Further, students may be asked to write a brief summary of their timeline that would address such things as:

- possible impact of industrialization on society
- prediction of alliance systems based on imperialistic conflicts prior to WW I.

All requirements should be explained clearly to students at the outset of this activity.

As a review assignment, students might be asked to select an event from each of the timelines outlined and in a paragraph:

- describe the event
- explain the significance of this event to the development or interaction of rations in nineteenth-century Europe.

Note: For further suggestions on using timelines see the teacher's guide for *Canada in The World – Choosing a Role* by Derald Fretts, Edmonton: Weigl Educational Publishers Ltd., 1985, pp. 23 and 39.

EVALUATION:

The teacher may wish to evaluate individual timelines formally using the following scoring:

Name ______________________________

	Excellent	Good	Average	Fair	Poor
	5	4	3	2	1
Creativity					
Organization, Neatness					
Accuracy, Completeness					
Conclusion/Summary Statement					

ACTIVITY #3 - EVALUATING EQUALITY IN A SOCIETY

OVERVIEW

In this activity students will develop some indicators of equality in a society. Then through a reading, filmstrip or film, students will apply these indicators to a pre-industrial society such as pre-revolutionary France. At the end of the activity students should recognize that people lived in a more immobile and stratified society in the past. Students should also recognize that opportunities for equality have increased and these continue to have an impact on society today. This activity could be extended by having students apply the same criteria to nineteenth-century industrial Britain and/or a project on equality today.

Students' process skills will be developed as they read, listen to and view resources to gather information and to identify main ideas and supporting details. Students will also be involved in analysing and synthesizing information as they relate ideas in the material to their evaluation of the degree of equality in pre-revolutionary France.

Students will develop an appreciation of the role of past experiences in shaping present-day societies, and of the role of new ideas in a changing society.

PROCEDURE

1. Begin the lesson by writing a guiding question on the blackboard before students enter the room: "Be prepared to explain what is meant by equality." This serves to focus student attention and give them an opportunity to make a considered response.

   In the brief discussion that follows encourage students to consider equality socially, politically and economically. Students could draw upon their learning in Social Studies 13 (i.e., Canadian examples) for ideas.

2. Ask students: "If you wished to analyse a society to discover if people are equal, what questions would you ask?"

   Record students' suggestions on the blackboard or overhead. Students should also record these in their notebooks to guide their reading or viewing in the remainder of the activity.

3. Working individually, students apply these questions to a reading, film or filmstrip which describes conditions in pre-revolutionary France.

   Upon completing their notes, students rate the degree of equality in pre-revolutionary France in comparison to Canada. They give specific examples of equality or inequality to support their rating.

4. Student ratings and examples are reviewed and discussed in the class. The teacher might use a historical cartoon as a focus for the discussion or as a brief check quiz after the discussion. (For example, see *Our Western Heritage*, p. 195.)

OPTIONAL EXTENSIONS

1. After other activities which examine the events of the French Revolution, students examine a reading which looks at the achievements of the French Revolution. After they review their notes on the inequalities, they give examples of how the degree of equality had changed. This can be done in a short paragraph, a chart, orally, etc.

2. Students research (or the teacher provides examples of) current news events that relate to desires for increased equality.

3. Working individually or in small teams, students find pictures which show increased equality in today's world, and present these in a scrapbook or collage.

EVALUATION: Collect and evaluate students' notes. If you wish to use a check quiz, this can also be formally evaluated.

ACTIVITY #3 – ALTERNATIVE: GUEST SPEAKERS ON THE IMPACT OF DEMANDS FOR SOCIAL EQUALITY

OVERVIEW

The attitude objectives of this topic require attention in order to be developed in a positive and meaningful manner. This activity focuses students upon the alternative viewpoints of others, positive and negative consequences of change, and the influence of past experiences upon present society. In addition, the role of new ideas and developments in our changing society can be demonstrated through the use of guest speakers. This activity is designed to facilitate development of appreciation positive attitudes through students' interaction with a variety of members of the community involved (past and present) in changing society to create more social equality. Possible guest speakers include:

- refugee workers
- social workers
- representatives from native Canadian, womens' or disability groups
- womens' sufferage leaders (past)
- citizens' rights groups
- union leaders
- alderman, school board trustee, mayor or reeve
- representatives from social services agencies.

The use of guest speakers helps students develop listening and observing skills. Students should prepare questions in advance to facilitate their own problem solving.

Note: This strategy is an adaptation of 10B–1 (Activity 3), p. 38.

PROCEDURE

Students should be actively involved in preparing for guest speakers. This involvement can range from suggesting questions to ask the speakers (using the guiding question "How have demands for social equality had an impact upon society?"), to contacting guest speakers by written correspondence, to expressing thanks for the speakers' participation.

Optional:

Teachers may use small groups of students to incorporate social action into the activity. This may be done throughout the activity or as a follow–up to guest speakers. Students may work in small groups to:

- identify possible speakers
- contact and confirm possible speakers
- greet, introduce, thank and perhaps present a token of appreciation to guest speakers.

Possible follow–up activities include:

- writing letters to Members of the Legislative Assembly and/or Parliament, expressing students' concerns about social inequality
- volunteering and/or joining a social action group
- creating a students' social action group to address students' concerns.

ACTIVITY #4 - DETECTING ERRORS IN THINKING

OVERVIEW

The purpose of this activity is to have students practise critical thinking skills, specifically those required for detecting errors or fallacies in thinking. Given a number of examples, students will be expected to identify and classify the types of errors in thinking illustrated in each example. This activity will draw on content from each of the three major themes addressed in this unit: nationalism, egalitarianism and industrialization. For this reason, this activity should take place near the end of this unit.

In addition to developing their critical thinking skills, students will also gain practice in written communication when rewriting the fallacies to reflect accurate, logical thinking.

PROCEDURE

1. Introduce the idea of fallacies by writing some general examples such as the following on the board:

    - People that abstain from drinking alcohol are in better health than those who do not.
    - People who frequently miss social studies class are in jeopardy of failing. Colleen never misses social studies class. Therefore, Colleen is not in jeopardy of failing.
    - I failed my driving examination today because I walked underneath a ladder yesterday.

    The teacher should analyse these statements with the students and ask them for suggestions as to what might be wrong with the reasoning used in each.

2. Ask students to brainstorm other examples of fallacies in thinking. Provide students with a list of the general types of fallacies people use. Discuss these and have students write down some personal examples in their notebooks. The following are some of the fallacies that can be used in this activity. (*Teaching Thinking Across the Curriculum* by Vincent R. Ruggiero provides an explanation of 14 such fallacies.)

    a) Stereotyping: oversimplified generalizations about people, places, ideas or events.
    b) Either-or: falsely believing that rejecting one extreme position on an issue necessitates embracing the other extreme.
    c) Faulty Analogy: analogies suggest that things alike in one respect are also alike in other respects. People who use analogy improperly suggest similarities exist between objects, people or events that in reality are unsound.
    d) Overgeneralization: generalization derived from a single example or lack of evidence.
    e) Faulty Causation: concludes that if one event or condition occurs after another, it was caused by the other. A single cause fallacy singles out a particular contributary cause and treats it as if it were the only cause.

3. Distribute an article or series of statements that deal specifically with the content in this unit. This article or these statements should contain several examples of faulty reasoning. Have the students classify the examples according to the various types of fallacies learned. Discuss students responses, making clarifications where necessary.

4. Have the students rewrite portions of the article or the statements so that the reasoning is accurate and logical. Some examples of statements related to the content in this unit include:

- Quality of life has deteriorated drastically since the onset of the industrial revolution.
- Nationalism is a destructive force that should be avoided at all costs.
- The opportunity for people to advance socially has increased over the last century. This has lead to an increase in the number of international conflicts in today's world.

EVALUATION: The teacher could prepare a formal exam on this activity whereby students would be required to analyse different sources of information and locate and explain the fallacies used in the material.

ACTIVITY #5 - CLOSURE: THE RESPONSIBLE GLOBAL CITIZEN - DREAM OR REALITY?

OVERVIEW

In this concluding activity, students will synthesize the concepts and information gathered during this topic of study. They will re-examine the impact of nationalism, industrialization and egalitarianism on society. By making reference to the past and the present students will draw some conclusions as to the possible effects of these changes and ideas on future society. Each student will be required to create a personal representation of a Responsible Citizen. This depiction will be based upon the three themes and will be a response to the issue: **To what extent should nations encourage global rather than national citizenship?**

It is important to mention that underlying this issue the idea of social equality is paramount and that this issue is an extension of the question: **Should nations encourage greater social equality?**

This activity will foster an appreciation of alternative views of developments that have changed our society. In addition, students will practise decision making and creative thinking skills when designing their personal example of a responsible citizen. Because these depictions will be presented to the class, students will also develop their communication skills. Finally, this activity will provide students with some direction for how they might personally approach their role as responsible citizens.

PROCEDURE

1. Lead a class discussion using the following questions as a framework:

    a) What are some examples of how people are equal in today's society? Unequal?
    b) What forces have created these equalities/inequalities?
    c) Historically, have people become more or less equal? Why?
    d) Should society provide for greater social equality?
    e) To what extent should nations encourage global rather than national citizenship?

2. Having discussed these questions with the class, direct students' attention to the role of a responsible citizen faced with the issue of whether or not nations should encourage global rather than national citizenship. Have students design a poster, song, collage, etc., that illustrates the characteristics/qualities they believe to be essential for a responsible citizen living in today's world. These creative designs must make reference to the major themes studied. The following are examples of how a student might portray this issue:

The Ideal Responsible Citizen

- should be devoted and loyal to his or her country
- should be conscientious about protecting the environment
- should have the same rights as other citizens of the world
- should respect tradition, yet encourage some forms of progress (e.g., medical discoveries)
- should share their wealth with the less fortunate
- should have an equal opportunity to reach their fullest potential.

Note: This example represents a moderate position on the issue.

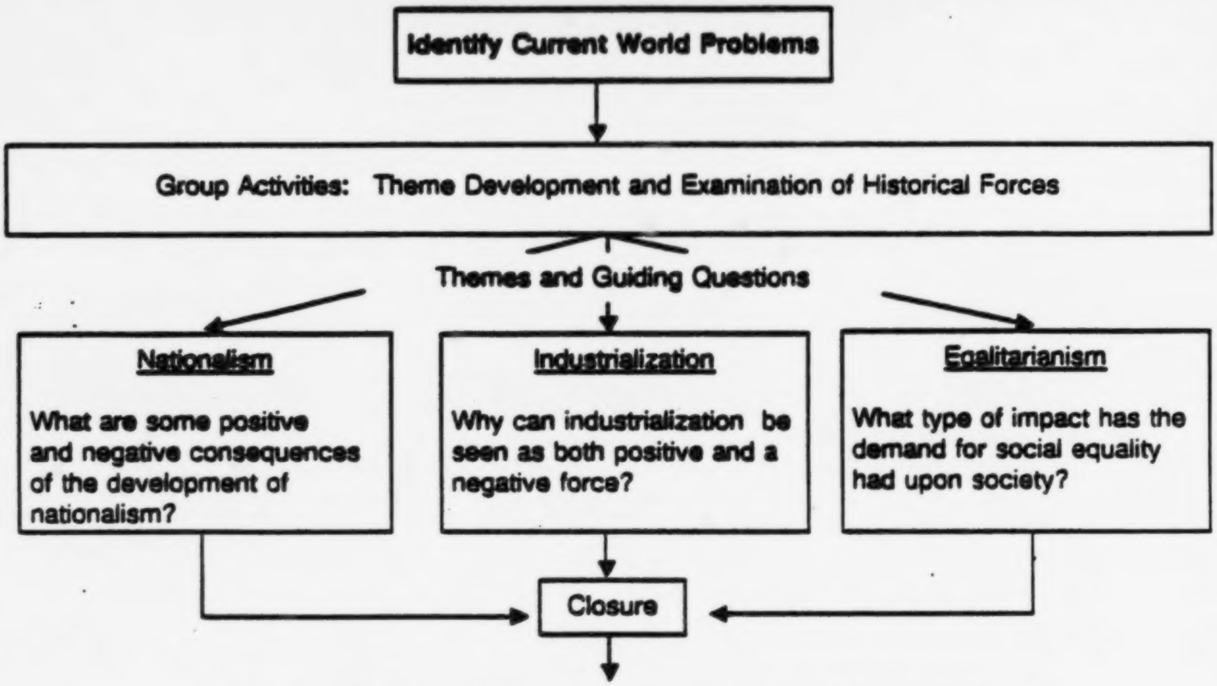
Each of these points either directly or indirectly involves a response to the issue of whether global or national citizenship is more desirable and feasible. It is important to mention that individual student responses will vary with some students taking extreme positions and other taking more moderate ones.

3. After the students have completed this project they will be asked to give a brief explanation of their responsible citizen in front of the class.

4. To conclude, the teacher should discuss with the students what they personally can do as responsible citizens.

EVALUATION:	Formally evaluate the students' responsible citizen project. The evaluation should include such things as creativity, neatness, organization, and detail of response. As well, the teacher may wish to evaluate the students' oral presentations, placing emphasis on the explanation and supporting examples the students give when describing their projects.

ORGANIZATIONAL MODEL 23A-2
GROUP ORIENTED PROBLEM-SOLVING MODEL



Identify Current World Problems

Group Activities: Theme Development and Examination of Historical Forces

Themes and Guiding Questions

Nationalism

What are some positive and negative consequences of the development of nationalism?

Industrialization

Why can industrialization be seen as both positive and a negative force?

Egalitarianism

What type of impact has the demand for social equality had upon society?

Closure

Issue: Should society provide for greater social equality?

Model Description: Group Oriented Problem-Solving Model

This model uses two important resources found within every classroom. The first is the social interaction between students which can be harnessed to enhance learning. The second is the knowledge of the world and themselves students bring into the classroom. Students are encouraged to use what they know to facilitate understanding of the concepts and solve problems presented throughout the model, as well as the issue ***Should society provide for greater social equality***?

Beginning with students' perspectives of current world problems, the opening activity develops two classifications of problems: levels (local, national, international) and types (political, economic, social). The classifications are intended to broaden students' understanding of the background, nature and complexity of current world problems as well as provide a method of drawing comparisons between the world today and nineteenth-century Europe. Next, the three themes of nationalism, industrialization and egalitarianism are approached using two strategies. The first is a guiding question to assist in the development of the issue. Each question is phrased to include positive and negative aspects of each theme, thus presenting a true "problem" to be solved. The second strategy is the incorporation of group/activities to generate more ideas and promote creative and critical thinking when solving the problems. These activities and the themes examined provide the historical background for the current world problems identified by the students. At this point, students will have identified, examined, discussed and developed a variety of world problems.

In a concluding activity individuals and groups resolve, for themselves, the issue. Students should be encouraged to be creative and incorporate all knowledge, concepts and attitudes developed throughout the topic. For example, students might create an egalitarian society (including a motto, flag, constitution and belief system) to demonstrate their evaluation of the forces of nationalism, industrialization and egalitarianism upon the world, past, present and future.

ACTIVITY #1 – OPENER: PROBLEM IDENTIFICATION

OVERVIEW

The purpose of this activity is to capitalize on students' knowledge of the world today and relate that knowledge to both the past and future. Students work in large groups, listening to and analysing songs that raise concerns about modern day problems. These problems are discussed and categorized by students who further explore the background to these problems in subsequent activities. Thus the present serves as a focus for examining the past which together provides a basis for resolving the issue and problems of study in this topic.

A variety of skills are involved in this activity. Students will listen to information and interpret meanings as well as analyse the information to determine values. The discussion will develop oral and participation skills. Moreover, students will engage in the generation of questions to guide research, an important problem–solving skill.

Students will also have an opportunity to become actively involved in the learning process by generating questions based upon their prior knowledge. This will promote positive attitudes towards both the topic and learning itself.

PROCEDURE

1. One option is to brainstorm problems of the world today using the list generated for procedure #2. (See 20A–2, Activity 2, "Brainstorming.")

   Another choice is to introduce students to the purpose of the activity, to identify and generate a list of problems faced by the world today.

2. Have students listen to such songs as "Strength in Numbers" (Luba), "Every Kind of People" (Robert Palmer), "Man in the Mirror" (Michael Jackson), "Them and Us" (Don Henley), "Things I Do for Money" (Northern Pikes), or "Turn Your Face Away" (The Water Walk). Students listen to the songs, using the lyric sheets and the student master to identify the types of problems (concerns) being raised, and to discuss their interpretations.

   OR

   Use Activity #1 from Population and Production in Canada: A Model for Development (Kanata Kit Eleven).

3. Direct discussion of the problems using a classification system to aid students' understanding and provide a framework for further activities. The perspective or level of problems may be broken into three categories (local, national, international) as can the type of problem (political, economic, social). These categories are not mutually exclusive, and serve as a tool for organization. In subsequent activities, the links between the types and levels can be developed. Students then place the problems in one or more categories.

4. Students begin to develop a set of questions to assist them in answering the major question: "*How did these problems arise?*" The teacher may wish to provide a sample question such as "Why do nations go to war?" The questions generated by the students are to provide a guideline for both the teacher and the students. Not all questions will be addressed in the topic, although many will be explored. The list of questions is recorded and kept for future reference.

5. The teacher may wish to discuss the complexity of solving problems and their relationship to past events. Such a discussion might elicit the following conclusions:

   a) world problems today are related to past events
   b) people view differently the importance of world problems.

EVALUATION: An informal evaluation of the participation of students in the discussions is one method. Teachers may wish to assign students the task of locating and analysing a current or favourite song which raises a social problem. Students submit the lyrics/song and provide a written analysis of the problem raised, the artists' point of view, the type and level of problem as well as the importance of the problem to the student.

ACTIVITY #2 - RESEARCH INTO CURRENT NATIONALISM

OVERVIEW

This activity requires students to use acquired knowledge of historical nationalism and apply it to current types of nationalism through library research. Useful, current periodicals, newspapers and other materials should be identified by the teacher in conjunction with the librarian. The research will focus upon the guiding question "What are some positive and negative consequences of nationalism?" Further, students may work in groups in order to share understanding and ideas as well as increase involvement in problem solving. The use of current examples links acquired historical knowledge to the problems of the world today. Students will become aware of the importance of nationalism and appreciate the others points of view regarding nationalism. The research may be presented in written, oral or visual format, as well as the sheet described below.

PROCEDURE

1. After appropriate discussions with the librarian, present the requirements of the activity (number of persons researching each nation, the groups or nations to be researched, format of report or presentation etc.). The students should be given the following retrieval sheet to summarize their findings and record those of others, if desired.

2. Students label a world map to illustrate the location of the nation or group they are researching.

Note: The students should be aware of the proper use of a bibliography and of mapmaking procedures. The teacher is best able to judge the need for teaching and/or review of these required skills.

3. Research is shared with other students, through oral presentations, visual representations of the type of nationalism or by brief discussion of the retrieval chart and world map.

4. Direct discussion and/or questions to reach general conclusions about examples of historical and current nationalism. Possible conclusions include:
    - Minority groups (ethnic, religious, etc.) seek recognition as nations.
    - Large, powerful nations pose threats to the independence of neighbouring, smaller, weaker nations.
    - Nations strive for sovereignty and self-determination in a variety of ways.

Note: Examples of current nationalism are given below. In addition, teachers may wish to modify this activity by including historical examples for review and contrast.

Groups seeking recognition as a nation:	Nations striving to maintain independence
• PLO - Middle East	• Afghanistan
• Tamils - Sri Lanka	• Eritrea
• Estonians - Latvians - Lithuanians	• Israel
• Other ethnic groups - Soviet Union	• North-South Korea
• Native peoples - Australia, Canada	• Namibia and other African States
• Sikhs - India	
• Blacks - South Africa	
• Contras - Sandinistas - El Salvador	

EVALUATION: The research assignment may be evaluated formally and/or informally. Teachers should select the format for the report and appropriate formal evaluation procedure.

RETRIEVAL SHEET: CURRENT NATIONALISM

1. Nation or Group

2. Location (nation/continent)

3. Problems faced (e.g., seeking recognition as a nation, striving to obtain/maintain independence)

4. Desired outcome/action

5. Other groups/nations who oppose this action

6. Other groups/nations who support this action

7. Brief conclusion (judgment or opinion about the future/outcome of this situation)

8. Historical example of similar type of nationalism

   Similarities

   Differences

9. Sources of information (bibliography)

Retrieval sheets and world maps may be marked holistically using a scale such as the one shown below.

RESEARCH ASSIGNMENT	1	2	3	4	5	
World Map						X1
Retrieval Chart						X2
Bibliography						X1
Oral Summary (optional)						(X1)

Total = 20 (25)

Scoring Key

1 - Poor - Understanding of the assignment is incomplete and/or limited in development.

2 - Fair - Ideas are unclear and/or vague.

3 - Satisfactory - Understanding of the assignment is clear and complete. Ideas are accurately expressed.

4 - Very good - Understanding is complete and well developed. The details are precise and includes specifics.

5 - Superior - Ideas are accurate and insightful.

ACTIVITY #3 - EXAMINATION OF THE IMPACT OF INDUSTRIALIZATION: A CASE STUDY OF IMPERIALISM

OVERVIEW

The guiding question in the study of industrialization is "Why can industrialization be viewed as a positive or negative force?" This activity provides opportunities for the students to examine the impact of imperialism upon European relations in the nineteenth and twentieth centuries. Students will develop skills in analysing, synthesizing and evaluating information as well as decision making, and participation skills. Imperialism serves as a case study of the impact of industrialization, allowing students to answer the question presented.

PROCEDURE

1. Begin this activity by showing a filmstrip/videotape which provides an overview of imperialism. An alternative is to present the question as the basis of research: "Why would industrialized European nations be interested in the lands and peoples of Africa, Asia and other continents?" As a class, students may develop a working definition of imperialism as a starting point.

2. The class is divided into research groups responsible for all of the following tasks:

   a) developing a definition of imperialism
   b) explaining the causes/reasons of imperialism
   c) creating a timeline of imperialist events - by nation(s), continent(s) or both
   d) mapping the land areas controlled by various European nations in Africa and/or other continents
   e) assessing the impact of imperialism, its positive and negative features and consequences in the modern world.

   Research activities can be based on:

   a) Nation States: students research the role of a particular nation played in nineteenth-century imperialism, its motives, possessions, actions, etc. Possible nations: Great Britain, France, Spain, Portugal, Italy, Germany, Belgium, Russia.

   b) Areas or Continents: students research imperialist actions, their impact, and the nations who took imperialist action in specific areas. Possible areas to research: Africa, Asia, Balkan States, Latin America, Middle and/or Near East, North America, South America.

Note: Teachers may choose to combine the two types of groups in order to meet the nature of individual classes resources and/or time available.

Timeline and mapping skills may require review or instruction at this point.

3. As a group, students prepare their research for presentation – sharing with the class as a whole or in small groups composed of one member from each research group. Students should focus upon the consequences and positive/negative features of imperialism when sharing information, in order to broaden understanding. A sample retrieval chart is shown below.

IMPERIALISM RESEARCH RETRIEVAL CHART

NATION OR AREA	POSITIVE FEATURES OF IMPERIALISM	NEGATIVE FEATURES OF IMPERIALISM	CONSEQUENCES - EFFECTS ON PRESENT WORLD RELATIONSHIPS

4. As a conclusion, students use their research findings and retrieval charts to make a decision or support a position on the question, "Why can industrialization be viewed as a positive and negative force?" Students may write a paragraph or essay, discuss the question as a class, etc.

EVALUATION: This activity provides many opportunities for formal evaluation. The student research tasks (definition, causes, timelines, maps and assessment) as well as position papers can be formally evaluated. Some tasks such as the timeline and causes, can be combined by all groups to generate a common set of information and thus not be formally evaluated. Students can complete peer and/or self-evaluations of group contributions. The evaluation components and expectations should be presented to the students at the beginning of the group tasks.

Group Work/Self-Evaluation

Name______________________________ Group______________________________

Please review your contributions to the group research work by completing the following questions. Use the key below where appropriate.

A: Always S: Sometimes N: Never

1. ________ I cooperated with other group members by listening and discussing.
2. ________ I was open minded when others expressed their ideas.
3. ________ I contributed ideas and/or suggestions to the group. One was________________ ____
4. ________ I helped set specific goals for our group.
5. ________ I completed my tasks to the best of my ability.
6. ________ I asked others questions about their ideas.
7. ________ I came prepared to the group and worked on task.
8. ________ Our group fulfilled our assigned tasks.
9. ________ Our group discussed various ways of completing the assigned tasks.
10. ________ I contributed positively to the group research assignment.

Because of my contributions shown above, I believe I deserve a mark of ________ out of 10 (or any other total).

Group Work/Peer Evaluation

Student Name ____

Evaluated by ____

This individual has ...	Poor	Fair	Satisfactory	Good	Excellent
1. Come prepared, on time, to all sessions	1	2	3	4	5
2. Contributed ideas and/or suggestions to the group work	1	2	3	4	5
3. Contributed time to his or her assigned tasks	1	2	3	4	5
4. Encouraged others to do their best work on the assigned tasks	1	2	3	4	5
5. Encouraged others to contribute their ideas and/or suggestions to the group work.	1	2	3	4	5

ACTIVITY #4 - DEVELOPING GROUP PARTICIPATION SKILLS: COOPERATIVE GROUP WORK ON SOCIAL STRATIFICATION IN PRE-REVOLUTIONARY FRANCE

OVERVIEW

In this organization model, students' participation in groups is highlighted. Success in these groups by students will be enhanced by a systematic approach in structuring long-term "study groups" and by concrete instruction in interpersonal skills. Students need to feel that the idea that they can help one another learn is not an isolated, occasional event, but an ongoing principle of classroom organization.

The teacher might introduce "Study Groups" early in the year, forming heterogeneous, mixed ability groups of five students (one high-achieving student, three average-achieving students and one lower-achieving student). In introducing these groupings, the teacher will have to stress the difference between a socially-oriented group and a task-oriented group. The teacher might refer to situations in the workplace to illustrate that tasks are accomplished among people who are not "friends." The teacher might also use some short activities to help group members get acquainted and to illustrate the effectiveness of groups in getting something done.

Students should remain in the same groups for an extended period of time such as three or four weeks. This will encourage students to develop skills within the group rather than being able to "opt out."

General Comments on Cooperative Groups

Simply having students work together does not result in the formation of cooperative groups. The teacher must give attention to two conditions in the design of cooperative group tasks. First, students must be working toward a group or team goal. This goal gives students a reason to work together and to care about the success of the group as a whole. Thus, they are more willing to ask each other for help and to provide help to someone else. A group might, for example, receive bonus marks for how well individual students in the group have improved. Second, success in achieving this group goal must be based on the individual learning of all group members. If a group is to complete only one project, the ideas of some students may be ignored or it may be more efficient for one or two students to do most of the work. The group's task in cooperative learning should be to prepare each group member to succeed on individual assessments such as a quiz or writing assignment.

In structuring group tasks the teacher should design an activity to be finished in a class period with time left to assess the group functioning. Therefore, longer tasks should be broken down into steps. Such organization will give students a sense of accomplishment and of closure, feeling that groups are a productive way to get things done. In long term projects, the group should have a file to keep materials and work to prevent problems if a group member is away.

Also, in designing group activities the teacher should aim to promote interdependence in the task, the materials needed, the roles in the group, and the product completed. For example, students in the group are each given a number when the groups are initially organized. The teacher (in conjunction with the students) outlines five roles in groups, for example:

- recorder (listens to group talk until consensus is reached and then records, checking that the written work is approved by the group)
- researcher (looks up unfamiliar words, etc.)
- custodian (looks after materials, etc.)
- checker (keeps group on topic, checks that task is completed)
- editor

These roles change with each activity. For example, the teacher announces, "In your groups today, Person #1 is custodian, Person #2 is recorder..." Group interdependence can also be fostered by "jigsawing" information or materials. Each person in the group has something needed by the group to complete the task. As well, the teacher should require that individuals cannot leave the group without the consent of all other group members. Also, individuals are not allowed to approach other groups unless they are on a group errand or it is part of the group task. One other detail will serve to encourage the group to solve its own tasks – the teacher does not answer questions from individual students while they are engaged in cooperative learning. The teacher will answer questions from the group as a whole but the number of questions should be limited (for example, students may be allowed one group question). While difficult for students (and teacher) to adjust to, this strategy will encourage students to explain and clarify for each other and will free the teacher to monitor and observe the functioning of the groups. Of course, if the teacher notices that the functioning of all the groups is impaired by an error in the instructions, etc., then the activity should be stopped and the problem clarified.

In designing group activities, teachers must give attention to one other area – instruction in the verbal and non–verbal interpersonal behaviours which help a group function successfully. Teachers must define and provide a rationale for each skill taught. They should provide students with a "mental picture" of what a person looks or sounds like when he/she is demonstrating that skill. In the following activity, students should be consciously trying to use the skill. The teacher monitors the use of this skill in the groups work during the activity and provides immediate feedback at the end of the class.

(Further information on strategies for teaching and evaluating group skills can be found in Johnson, D.W., and Johnson, F.P. *Joining Together: Group Theory and Group Skills* (Third Edition). New Jersey: Prentice–Hall, Inc., 1987.)

The activity which follows illustrates these general principles. It is designed as part of a study on the theme of EGALITARIANISM. In this activity students will understand that people lived in a more stratified and immobile society in the past by creating a diagram of social stratification in pre–revolutionary France. Each member of the group will have a number of file cards with information on the status, rights and privileges of several groups in French society. Their task as a group is to share their information to create a summary diagram or chart.

Although the group will complete only one summary chart, each group member must sign the finished product to indicate their agreement to it. As well, copies of the chart should be made available for study purposes to the individuals of the group. The group goal is for each member of the group to achieve above 75% on a quiz on the material (or whatever goal the teacher sets). If all group members achieve this, each person receives a 5% bonus. If three members achieve the goal, then each person receives a 2% bonus. (Note: a student who is absent from the group must complete the work individually.)

Besides developing participation skills, this activity involves students in interpreting, organizing and synthesizing information, as well as presenting that information in a concise visual format.

PROCEDURE

1. In a previous lesson students will have developed an understanding of social stratification. The teacher might check students' understanding of this concept by asking how students might visually symbolize stratification. Students may suggest layers, or a pyramid, etc. This would also assist students later in structuring their summary diagram.

2. Identify the basic skill for receiving information: paraphrasing or restating without evaluation the words of the sender. The importance of this skill to successful group communication is highlighted by example. If the teacher feels students need extra practice, simple exercises from an interpersonal skills text could be used.

3. Outline the group task and group goal to the students. Prepare a number of file cards with information about groups in pre-revolutionary France. For example, one card might outline, in general, the position of the First Estate in French society. Another card might elaborate on this by describing the upper clergy, while yet another card provides information on the lower clergy.

   Have available materials needed for creating the summary diagram, such as rulers.

4. The student acting as custodian in each group collects the group's cards and materials. He or she distributes the cards to the group and the group proceeds to share and organize the information.

5. As the groups work, the teacher spends five minutes monitoring the communication patterns in each group (e.g., receiver/sender/encourager). The teacher might also make anecdotal comments about the conscious use of paraphrasing by the group.

6. At the end of the class the groups should be encouraged to discuss their experiences.

   - Students might identify examples of "noise," anything that interfered with effective communication in the group.

   - Students might give examples of paraphrasing that they did or they heard from others. They might identify the effect of paraphrasing on them as individuals (e.g., made them listen more closely, made them feel they were listened to and understood).

   - A series of questions like the following can be used:

     a) What were the patterns of communication within the group? Who spoke to whom? Who talked, how often did they talk, and for how long? Who triggered whom in what ways? How did members feel about the amount of their participation? What could have been done to gain wider participation?
     b) Was the needed information easily obtained by all the group members? Did group members share their information appropriately, request each other's information, and create the conditions under which the information could be shared?
     c) Were the resources of all group members used? Was everyone listened to?
     d) How cooperative or competitive were the group members?
     e) How did the group make decisions?
     f) What problems did the group have in working together?
     g) What conclusions about communication can be made from the group's experience?

7. Spend some time discussing the teacher's observations about communication patterns within each group and the use of paraphrasing.

8. Students hand in their summary diagrams (signed by all present group members) for evaluation.

   Copy these to redistribute for study purposes the next day. The teacher should also note any inaccuracies or misunderstandings to be reviewed in the class.

9. The next day (or two days later to allow for individual review), give student groups an opportunity to review the material with each other. Students then write a brief objective quiz on the material, which is marked in class for immediate feedback and review. Group bonuses are calculated and awarded.

EVALUATION: Students can receive individual completion marks for their group's summary diagram. These group participation marks might be totaled and weighted as part of a report card mark, for example, 20% of the term mark. Students would also be evaluated individually on their performance on the quiz.

ACTIVITY #5 – CLOSURE: CREATION OF AN EGALITARIAN SOCIETY

OVERVIEW

This activity is designed to focus in a personal, creative way, on the issue Should society provide for greater social equality?

Students are to demonstrate their understanding of the three themes and the guiding questions by making a decision about the major issue. The decision–making process is a culminating activity and should be personally relevant. Therefore, students should be given choices in the format used to present their evaluation of what factors constitute an egalitarian society.

PROCEDURE

1. Students begin a review of their findings from the guiding questions for nationalism, industrialization and egalitarianism. The teacher may also include a review of the opening activity and the questions generated by the students. This is a starting point for a discussion of the question "Should society provide for greater social equality?"

2. Lead students in a brainstorming session to elicit characteristics of an egalitarian society. Potential starting points include comparing current Canadian society with historical societies (e.g., pre–revolutionary France) to compare past and present conditions. Direct students towards establishing individual criteria for what constitutes an egalitarian society.

3. Introduce the assignment by discussing possible formats. These formats could be any or all of the following:

   - a visual presentation (poster–collage–video–diarama, etc.) including a motto, flag and constitution of a society
   - a written description of the characteristics, such as a manifesto or detailed constitution
   - an essay outlining the steps required to create and maintain an egalitarian society
   - a story, skit or oral presentation to convey the necessary characteristics

   or

   - other formats suggested by students, subject to teacher's approval for appropriateness (e.g., large–scale group projects).

EVALUATION:	Due to the variety of formats, evaluating the creations may be difficult. Present students with the evaluation criteria (expectations and necessary components) at the beginning of the project, so they are aware of the universal aspects of assignment.

SAMPLE MARKING KEY

EGALITARIAN SOCIETY CREATION

Name______________________________

		Poor	Limited	Satisfactory	Proficient	Excellent
A.	Organization	1	2	3	4	5
B.	Mechanics (spelling, grammar, punctuation); quality of presentation (for visual and oral projects)	1	2	3	4	5
C.	Creativity	1	2	3	4	5
D.	Clarity of ideas	1	2	3	4	5
E.	Attention to major themes and questions	1	2	3	4	5

Comments

Total: /25

Social Studies 23: Topic B – CHALLENGES IN THE GLOBAL ENVIRONMENT

The materials provided for developing this topic include two organizational models along with several exercises and activities to develop the content. The two organizers present a general framework for approaching Topic B and are intended as examples of how to arrange the topic for instruction. The exercises following each model are designed to illustrate a variety of activities that can be used with the organizational model, as well as generally in the social studies classroom. The exercises include openers, activities to develop the topic, and closing activities, each of which integrate the particular knowledge, skill and attitude objectives into a coherent exercise along with, in most instances, an evaluation strategy for the activity. The various activities in this topic can be adapted for use with other topics and within the other social studies courses. As well, activities from the other topics and courses can be adapted for use with Social Studies 23, Topic B.

Specific instructions accompany the exercises and activities, so that the teacher unfamiliar with the new social studies program, as well as the social studies expert, will be successful in using the manual materials. As you employ this section of the manual, choose those models, activities and strategies which best suit your students, the learning task, the learning environment, and your teaching style.

Topic Contents at a Glance:

Organizational Model 23B-1: Case Study Model 146

Activities:

1. Opener: World Mapping Overview to Develop Generalizations on Global Diversity 148
2. Concept Attainment: Quality of Life 152
3. Detecting Fact, Opinion and Bias 153
4. Case Study Retrieval Chart 156
5. Closure: Newspaper Feature Article 158

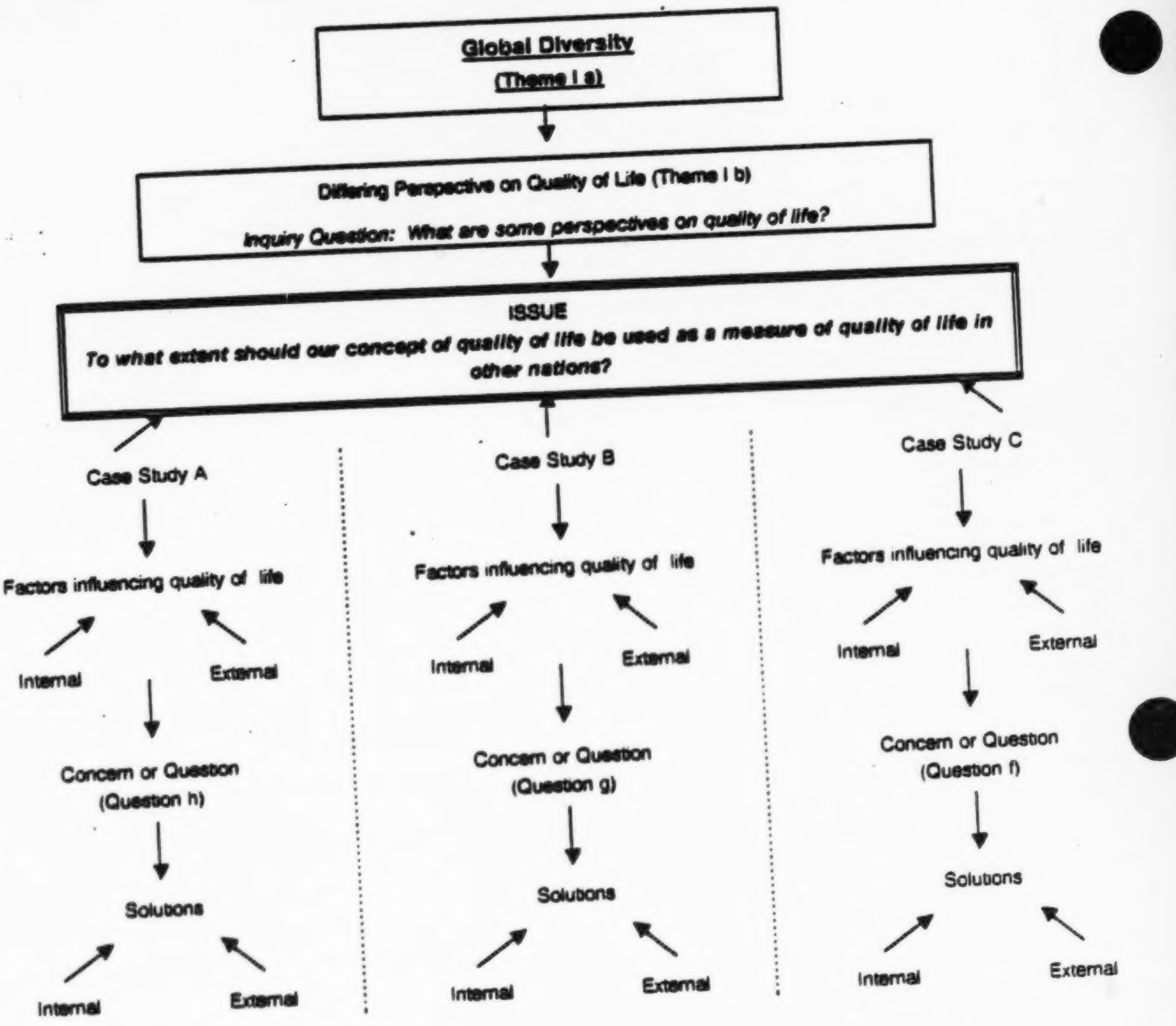
Organizational Model 23B-2: Key Question Model 164

Activities:

1. Opener: Developing a Global Perspective 166
2. Previewing a Textbook 170
3. Relationships Among Factors Influencing Quality of Life: Graphing 172
4. Learning Stations: The Effect of Environmental Situations on Quality of Life 174
5. Closure: Assessment of Direct Aid Agencies 182

NOTE: The models are not self–contained teaching units. They do not include all the exercises and activities necessary to cover all the objectives for Topic 23B.

ORGANIZATIONAL MODEL 23B–1
CASE STUDY MODEL


Global Diversity
(Theme I a)
Differing Perspective on Quality of Life (Theme I b)
Inquiry Question: What are some perspectives on quality of life?
ISSUE
To what extent should our concept of quality of life be used as a measure of quality of life in other nations?
Case Study A
Factors influencing quality of life
Internal
External
Concern or Question
(Question h)
Solutions
Internal
External
Case Study B
Factors influencing quality of life
Internal
External
Concern or Question
(Question g)
Solutions
Internal
External
Case Study C
Factors influencing quality of life
Internal
External
Concern or Question
(Question f)
Solutions
Internal
External

Model Description: Case Study Model

This instructional model centres on inquiry. The issues and questions may be investigated using a model for answering questions, solving problems or inquiry. As an integral part of this process students will be examining case studies to recognize the diversity and interrelatedness of the world and to participate more effectively as responsible world citizens.

After gaining an appreciation for global diversity in the openers, students focus on the question - "What are some perspectives on quality of life?" This can be accomplished by working through a brief comparative study of countries from Africa, Asia and the Americas. With a broader appreciation of world diversity and varying perspectives on quality of life students should be able to develop the issue, ***To what extent should our concept of quality of life be used as a measure of quality of life in other nations*?**

To resolve this issue students will complete three or more case studies that deal with very different types of countries. The selection of these countries is very important and should be undertaken after a careful inventory of available resources. Working with the teacher-librarian will make this task much easier and ensure a greater degree of success for the students. Each case study will look at internal and external factors that influence quality of life. It is important for the teacher and students to develop research questions that will provide them with the necessary data for discussion and concept development. In making country choices for each case study it will be helpful to have countries that have concerns or questions that would reflect the broad questions in the curriculum guide: e.g., "Did relief efforts by Live Aid benefit the people in Ethiopia?" or "How does OPEC oil pricing affect petroleum income in Venezuela?" Students must look at both internal and external solutions to improving quality of life and what affects these will have on other nations in the world. The teacher and students must devise appropriate questions in order for the research to be successful. A large wall retrieval chart will allow the students to gather, organize and analyse the trends and concepts coming out of the three studies. The students will then be able to synthesize the data in order to resolve the issue.

ACTIVITY #1 – OPENER: WORLD MAPPING OVERVIEW TO DEVELOP GENERALIZATIONS ON GLOBAL DIVERSITY

OVERVIEW

In order to help students appreciate the great diversity in economic, social and cultural backgrounds in the world, they will locate, interpret and organize information from a variety of maps and charts. This activity also involves working effectively with others in a small group setting so that the information collected and concepts developed can be worked into generalizations.

PROCEDURE

Note: This activity is designed for use with the *Canada and the World, An Atlas Resource*, but could be adapted to work with any atlas that provides world economic, political and social data.

1. Working in groups of two or three students the following blocks of questions are to be used to collect data. Students may complete all blocks of work first, or the teacher might discuss their findings after each block has been completed.

TYPES OF GOVERNMENT

a) Using the glossary for assistance, and any other sources readily available in the classroom, briefly describe the following types of government:

- Constitutional Monarchy
- Absolute Monarchy
- One Party Republic
- Democratic Republic
- Democratic Parliamentary system
- Communist/Socialist Republic
- Military Regime
- Islamic Republic

b) The following charting activity provides the students with a look at the diverse nature of the world (see p. 143).

i) Take a large piece of paper and make eight vertical columns.
ii) Write the name of one of the types of government at the top of each of the columns.
iii) Using pages 179 – 183 of the atlas, add up the population of each country in order to get a total number of people governed in that particular manner. (For example, under "constitutional monarchy" you would add up the populations of the United Kingdom, Sweden, etc.)
iv) Using pages 179 – 183 of the atlas, add up the area of each country in order to get the total area governed in a specific manner.
v) For the above types of government, provide one example and place that country in the column.
vi) For each country the following information should be recorded in the chart:

- birth rate
- death rate
- population density compared to arable land
- Gross National Product (GNP)
- food intake
- literacy
- infant mortality
- women in the labour force.

Once the activity is completed you may wish to post the charts in the room.

150

Sample Chart

Types of Government

	a	b	c	d	e	f	g	h
Total Population								
Total Area								
Name of Country	Canada							
Birth Rate	15							
Death Rate	7							
Population Density Compared to Arable	35							
GNP	$12,280							
Food Intake	3,374							
Literacy	98%							
Infant Mortality Rate	12							
Women in the Labour Force	41%							

2. After the students have completed their charts the class group should be involved in a discussion in order to identify and explain any patterns that are obvious from the data. You may want to list these on the blackboard.

3. At this point it is appropriate for the students to develop some initial generalizations. If the students have difficulties writing generalizations the following approach may be helpful. The sheet labeled generalizations can be made into an overhead so that they can actually build a generalization.

   a) First statement is a simple definition of a generalization.
   b) In the space following you could record the concepts, main ideas or patterns that come out of a discussion of the chart.
   c) Next is the key statement that makes reference to a relationship among concepts.
   d) At the bottom of the page are two examples of generalizations. Ask students to write a generalization using the concepts - cold, rain, snow. Respond to them, then show the examples at the bottom of the page.
   e) In this large space you could now record some student examples of generalizations based on information collected in (b).

4. Student generalizations can be written in their notebooks or on newsprint so that they could be posted in the room. (This could be a small group activity for 1 – 2 students.)

EVALUATION:
- summative evaluation of group retrieval chart
- summative evaluation of generalizations
- check list of small group interaction

GENERALIZATIONS

Generalizations are statements of the relationships of two or more concepts. These statements may range from very simple to very complex statements.

The key point is that the generalization must express a relationship between two or more concepts. Verb phrases such as grows larger, declines, is influenced by, is associated with, causes changes in, or varies with, are often used to describe the relationship between the concepts.

If it is cold, then the rain will change to snow.

If there is a combination of warm weather, large amounts of rainfall, and fertile soil, then large amounts of vegetation will be produced.

ACTIVITY #2 - CONCEPT ATTAINMENT: QUALITY OF LIFE

OVERVIEW

For students to appreciate different perspectives on quality of life they must develop an understanding of the concept. Working through the concept attainment model, students will examine evidence and evaluate alternatives before they decide on a definition for quality of life. Students will compare and contrast examples (positive and negative) in order to hypothesize about the definition of the concept. During this process the students will select relevant data from pictures and record it in order to formulate their hypothesis.

PROCEDURE

1. In the concept attainment model the teacher collects positive and negative examples of the concept to be developed. A number of these examples should be collected and sequenced for use in the classroom. Negative examples are very important because they help students set the boundaries of the concept.

2. The teacher should collect a number of pictures that represent aspects of the concept "Quality of Life." The textbook *Towards Tomorrow - Canada in a Changing World* provides a number of pictures that would be considered positive examples (see pages 55, 59, 62, 65, 70, 113). There are also some pictures that would be considered negative examples (see pages 147, 171, 195, 226, 227). You may wish to supplement these with pictures from other sources.

3. Pair one positive and one negative example to show the students; have a number of pairs organized to show the students. They should be sequenced so that the majority of the attributes of the concept are covered.

4. On an overhead or blackboard construct a chart to list the attributes of the concept.

POSITIVE ATTRIBUTES	NEGATIVE ATTRIBUTES
people - happy - sad homes cars recreation	pollution lack of food manual labour

   As the first pair of pictures are shown, students will suggest the attributes for positive, then negative, examples. The teacher may have to raise questions in order to get the students to come up with the attribute to record. At this point the students can hypothesize about the concept, but do not share their hypotheses at this time. The teacher should go through the various pairs of examples until students have reached the point of hypothesizing the concept. They may work themselves all around the concept without attaching the label "Quality of Life." Therefore, the teacher may have to provide this at the end.

5. At this point the students should test their understanding of the concept by identifying additional examples and non-examples, and then come up with their own examples.

6. As a final step, lead a discussion on how various students attained the concept - the processes that they went through.

EVALUATION: Provide the students with a new series of positive and negative examples and have the students identify these in terms of the concept.

ACTIVITY #3 – DETECTING FACT, OPINION AND BIAS

OVERVIEW

As students develop an interest in current international issues they must be able to develop a critical approach to the material with which they are working. Current material on many global issues is geared to draw emotional responses from the reader or viewer. It is therefore important that students develop critical thinking skills in distinguishing fact from opinion, determining reliability and accuracy of data, and detecting bias in material. In this activity students will work with articles from newspapers and magazines in order to develop their skills; then they will apply their understanding to an ongoing class project. The skills developed here will be applied throughout their research during the remainder of the topic.

PROCEDURE

1. Start the lesson by dealing with the ideas of fact and opinion from the students' immediate area of interest:

   - school–related statements
   - sports–related statements
   - statements about high school
   - statements about students in general

   Have students indicate whether or not they think the statements are fact or opinion.

2. Students work through an activity sheet that deals with a current issue/problem/topic in the curriculum.

SAMPLE WORK SHEET

FACT: A fact is something you can prove to exist or to have happened; an actual occurrence.
OPINION: An opinion is a belief, view, or judgment which might be open to dispute.

When doing research it is important to remember that all of your sources might not treat the same subject matter in the same way. If you were doing a study on environmental deterioration, you would probably find different viewpoints on the role of Brazil's deforestation policy. Many authors write their OPINION of what they think has happened or will happen. Their opinion is usually based on researching the FACTS surrounding the situation.

SAMPLE EXERCISE:

In the following blanks, place F before a statement of fact and an O before an opinion.

______ Brazil has requested a $500 million loan from the World Bank.

______ As much as 80,000 square kilometers of forest were destroyed by burning during 1987.

______ Environmentalists are concerned about flooding of tropical rain forests by 23 proposed dams in the Amazon region.

______ Brazilian conservation activist Francisco Nendes Filho was assassinated in 1988.

______ Brazil might use money from the loan to build nuclear weapons.

The activity sheet could contain more and varied items to be discussed in terms of why students applied the headings **FACT** or **OPINION**.

3. Students must be able to deal with bias as well as fact and opinion. The following will be of help when dealing with bias with students. This information may be given to the students as notes, a work sheet or it may be developed inductively by working back from the sources to identify the key points.

   The students can now move on to an example to give them practice at picking out bias. To identify forms of bias from the articles(s), simply have them pick out the phrase from the sentence (the students do not need to write out the whole sentence).

   a) The students can read "Uproar promised over Brazil loan" from the Calgary Herald Saturday January 7, 1989.
   b) If a second source is needed the article "Brazil poses tough dilemma" from the Calgary Herald Sunday January 8, 1989 deals with the same topic.
   c) The second source can be read by students to see how the topic is dealt with from two different points of view.

4. The following activity can be used as an extension of the fact, opinion, bias lesson. On a bulletin board make two sections – Good News and Bad News. Have the students bring articles, pictures, cartoons, etc., from newspapers and magazines. This will provide new data for research projects as well as a means of looking at fact, opinion and bias in the way that the material is presented. The class can discuss the information as it becomes available. By classifying this they will receive a visual representation of people's attitudes towards a topic such as environment deterioration.

EVALUATION:
- formative evaluation of worksheets
- quiz on fact, opinion, bias
- a point system for contribution to the "good news, bad news" bulletin board.

BIAS

What is bias?

A person is biased when he favours one side too much. For example, a person who continues to buy car B year after year when all the evidence shows that car B is a very poor car compared to its competitors is biased in favour of car B.

Why is it important to recognize bias?

When we see statements showing bias we should suspect that the person using those statements is not a reliable source. People often use biased statements because they have few facts to support their position.

What type of statements show bias?

AMBIGUOUS STATEMENTS – these are statements whose meanings are inexact or vague. They contain words like some, many, few, often, a little, a number of, nearly, rarely, thousands of.

Examples: "Most people prefer cars made in Japan."
"A number of critics didn't like this movie."

Statements containing HEARSAY EVIDENCE – evidence obtained second hand, not something you heard or saw yourself.

Examples: "According to Jim it has . . ."
"I heard on the news today that . . ."
"A friend of mine said . . ."

Statements containing EMOTIONAL WORDS – these are words that have a more powerful effect on a person and create some emotional response in a person. They try to make a person feel rather than think.

Examples: "Stupid old man."
"Crazy kids."
"Thousands of helpless babies are starving, their poor little bodies are only skin and bone."

Statements containing SENSATIONAL FACTUAL EVIDENCE – these are statements that try to build up the importance of a fact, sometimes to try and make a fact appear more important than it is.

Examples: "More people were killed in automobile accidents than were killed in World War II."
"Out of a total population of 10,000, nearly 80% of the Polar Bear population were killed."

The story that a farmer lost 5 of his 10 cows could be told two ways: that he lost 5 cows, or, the more sensationalized way, that he lost 50% of his herd.

Statements that OVERGENERALIZE – these are statements that tend to ignore individual differences. They contain words like everyone, no one, everything, nothing, all, none, always, never, best, worst, greatest.

Examples: "All girls are pretty."
"No teenager has any sense."
"All women are great cooks but lousy drivers."

Not all articles you read will contain bias. In fact, most reliable articles will not contain biased statements. In the skill pack some articles will contain only one or two examples. Regardless of this fact, it is still to a certain extent, biased.

GENERALLY SPEAKING, THE MORE BIASED AN ARTICLE IS, THE LESS RELIABLE IT IS.

ACTIVITY #4 - CASE STUDY RETRIEVAL CHART

OVERVIEW

A case study approach to the issues, generalizations and concepts to be developed in this unit will help to foster positive attitudes so that students will appreciate that there are different perspectives on quality of life. Along with this attitude, students will appreciate that responsible world citizenship includes recognizing the interdependent nature of the world as well as developing the respect for others to hold different viewpoints on global issues. As students work their way through each case study they will select relevant factual data and record it in a retrieval chart. The discussion of the inquiry questions and data will allow for organization and analysis of the data in order that the students may draw inferences from the data. This data, concepts and inferences will be synthesized later in order to help resolve the major issue of the unit.

PROCEDURE

1. On a wall or bulletin board a large retrieval chart should be constructed to record the main ideas and key concepts that come out of the various parts of each case study.

2. As each segment of the case study is completed, discussed and concepts developed, the teacher and class should record these points on the retrieval chart. Information for each country or each category could be recorded in a different colour. The use of colour will help students to quickly identify trends and key points to look for.

3. As students finish each segment of the research and discussion has taken place, the material should be recorded to give the students a sense of accomplishment. If the retrieval chart is completed at the end of all "Case Studies" the students will have forgotten a great deal of the main ideas and concepts.

4. The completed retrieval chart provides students with the opportunity to identify common trends, key concepts and to develop a sense of interrelatedness among very diverse countries of the world. The inferences and hypotheses that students develop will help them resolve and evaluate the issue that is the major focus of the unit: "To what extent should our concept of quality of life be used as a measure of quality of life in other nations?"

EVALUATION: If students keep a copy of the retrieval chart for themselves it could be checked for completeness.
The retrieval chart is a tool to help students complete the "resolving the issue" component; the major evaluation will take place there.

SAMPLE RETRIEVAL CHART

Countries	Internal Factors	Interdependence of People & Nations	Environmental Situations	Economic Activities	Approaches to Improving Quality of Life
Ethiopia					
Venezuela					
Thailand					

159

ACTIVITY #5 – CLOSURE: NEWSPAPER FEATURE ARTICLE

OVERVIEW

In this activity students will resolve the issue ***To what extent should our concept of quality of life be used as a measure of quality of life in other nations?*** In order to do this they will have to synthesize data from the large retrieval chart that the class constructed in Activity 4. They will take on the role of a reporter who is to write a feature article on the best kind of aid to give to developing countries in order that they may improve their quality of life. The feature article may include maps, charts and diagrams in order to adequately convey the writer's point of view. This activity will allow for appreciation of varied approaches to the resolution of global issues.

PROCEDURE

1. After completing the retrieval chart students should be presented with this assignment.

Topic:	"To what extent should our concept of quality of life be used as a measure of quality of life in other nations?"
Purpose:	– to express a position on the best kind of aid to improve quality of life – to support the position using factual data gathered from case studies – to compare and contrast approaches used in the past
Audience:	readers of _______ publication
Format:	feature article for newspaper/magazine (accompanied by pictures, maps, charts, graphs, if appropriate)
Voice:	reporter/columnist for __________ publication.

At this point the students should discuss how they might approach this task. This would be a brainstorming type of activity. Through discussion the teacher should examine how the different variables in the assignment will affect the product (steps 2 – 9).

2. Review where they are now –

   a) they have gathered facts, concepts, trends, etc., on the wall chart.
   b) ready to group data according to purposes.

3. Review purpose.

   As a reporter/columnist/writer, what are they trying to do with this information? They are trying to:

   a) interpret information.
   b) comment on information.

4. Consider audience.

   - who will be reading your article?
   - how will this affect your writing?

   For example, if it is an article for Canadian readers, what will their attitude be to the subject?

160

Ways this might affect the story:

- **show that it is of benefit to the readers**
- **use examples that the Canadian audience can identify with**
- **age and education of readers will effect vocabulary and sentence length – Sun newspapers vs. Maclean's.**

5. **This is a main point: Consider voice.**

"Voice" is your attitude to what you are writing about (e.g., approval/disapproval).

How will this affect your writing? Will your article be slanted?

You will be able to support your point of view – positive/negative – in the article through the details you select.

6. **Consider format.**

It is necessary at this point to have an example(s) of this type of article to use with small groups in the class. Multiple copies of one example or a number of examples could be used in the class.

a) Have the students move into groups of 3 and hand out examples. The group task is to make a list of characteristics of the format

- headlines
- subheadings
- by line
- columns
- use of pictures, maps, graphs
- use of examples to appeal to Canadians
- use of "personal interest colour"
- use of quotations/interviews with experts
- organization similar to a basic essay
- use of slant – subjective
- can be personal – use of "I".

b) Record students' comments on blackboard.
c) Further samples could be used in class or posted in the room as models for the students to refer to.

7. Discuss strategies for organization.

a) purposes 1   1 with 3 as a
2   or   2 side bar
3
or be subtle and include opinion through out.
b) leads.

It is helpful to collect a variety of leads – introductions – and place them on overheads. Samples might include:

- dramatic details
- personal/human interest
- provocative statement
- quotation
- questions.

8. This writing process should be structured so that students have the opportunity to edit each others' work as it nears completion; teacher edits are extremely beneficial, too.

EVALUATION: The extended written response is suited to the primary trait method of scoring. The following evaluation sheet could be used.

EXTENDED WRITTEN RESPONSE/PRIMARY TRAIT SCORING

NAME ____________________________

	E	P	S	L	P		COMMENTS:
Thought Detail	5	4	3	2	1 x 5	(25) :	
Organization	5	4	3	2	1 x 2	(10) :	
Choices	5	4	3	2	1 x 2	(10) :	
Conventions	5	4	3	2	1	(5) :	

TOTAL /50

PRIMARY TRAIT SCORING

THOUGHT AND DETAIL (x5 = 25)

5 EXCELLENT: Insightful ideas are supported by carefully chosen details. Interpretations are perceptive and defensible. The choice of details contributes significantly to the full development of ideas.

4 PROFICIENT: Insightful ideas are supported by appropriate details OR conventional ideas are supported by carefully chosen details. Interpretations are thoughtful and defensible. The choice of details contributes significantly to the development of ideas.

3 SATISFACTORY: Conventional ideas are supported by appropriate details. Interpretations are defensible. The choice of details supports the ideas.

2 LIMITED: Conventional ideas are either weakly supported, or are accompanied by inappropriate details. Interpretations are incomplete or superficial. The choice of details does not support the ideas coherently.

1 POOR: Scant ideas or unsupported generalities and details do not develop the topic. Interpretations may not be defensible. The writer exhibits little understanding of the topic. The details confuse the ideas, or are irrelevant.

ORGANIZATION (x2 = 10)

5 EXCELLENT: Your writing presents a compelling introduction, successfully constructed to provoke further reading. The middle is crafted so that the sentences and ideas flow smoothly to an effective conclusion.

4 PROFICIENT: Your writing presents an effective introduction that attempts to encourage further reading. The middle is developed so that sentences and ideas flow smoothly to an appropriate conclusion.

3 SATISFACTORY: Your writing presents a focused and functional introduction, middle, and conclusion. Sentences and ideas are clearly related but coherence occasionally falters.

2 LIMITED: Your writing may lack an introduction or have an introduction that is not functional. The conclusion, if attempted, may be unsuccessful. Relationships among sentences and relationships among ideas are frequently unclear.

1 POOR: Your writing presents neither an introduction nor a conclusion. Sentences and ideas are presented in no particular order.

MATTERS OF CHOICE (x2 = 10)

5 EXCELLENT: Your selection and use of words and sentence structures is effective and polished. Choices often appear to have been made deliberately to achieve a particular purpose. The writing is clear, controlled and fluent.

4 PROFICIENT: Your selection and use of words and sentence structures is generally effective. Choices frequently appear to have been made deliberately to achieve a particular purpose. The writing is clear and careful.

3 SATISFACTORY: Your selection and use of words and sentence structures is generally clear. Choices occasionally appear to have been made deliberately to achieve a particular purpose. The writing is clear but sometimes awkward.

2 LIMITED: Your selection and use of words and sentence structures is frequently ineffective. Choices seldom appear to have been made deliberately to achieve a particular purpose. Your writing may be clear but is frequently awkward and uncontrolled.

1 POOR: Your selection and use of words and sentence structures is frequently inaccurate and ineffective. You seem unaware of the choices available. Your writing is frequently unclear, awkward and/or uncontrolled.

MATTERS OF CONVENTION (x1 = 5)

5 EXCELLENT: Your writing is essentially free from errors in spelling, punctuation and grammar. The effective use of conventions enhances the communicative power of the composition.

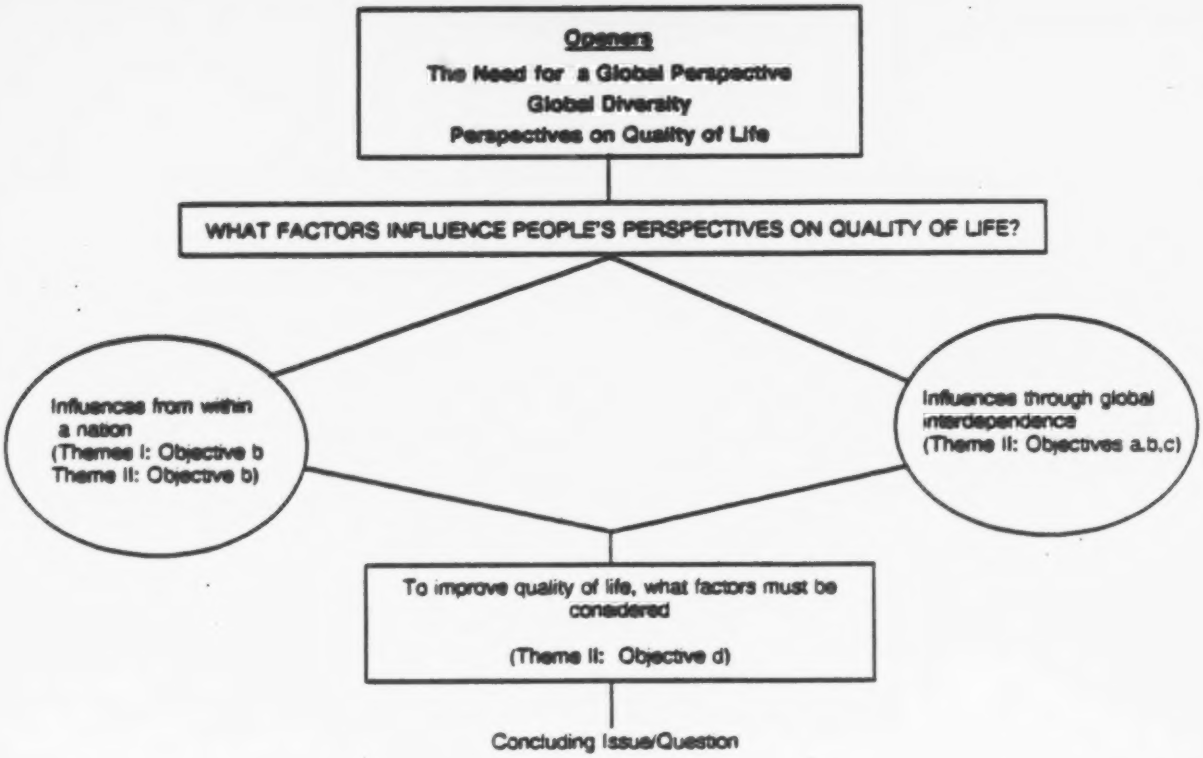
4 PROFICIENT: Your writing is essentially free from errors in spelling, punctuation and grammar. Errors that are present do not reduce the communicative power of the composition.

3 SATISFACTORY: Your writing has occasional errors in spelling, punctuation and grammar. These errors reduce but seldom impede the communicative power of the composition.

2 LIMITED: Your writing has frequent errors in spelling, punctuation and grammar. These errors often impede the communicative power of the composition.

1 POOR: Your writing has errors in spelling, punctuation and grammar that are both noticeable and jarring. These errors severely impede the communicative power of the composition.

ORGANIZATIONAL MODEL 23B-2
KEY QUESTION MODEL


Openers
The Need for a Global Perspective
Global Diversity
Perspectives on Quality of Life
WHAT FACTORS INFLUENCE PEOPLE'S PERSPECTIVES ON QUALITY OF LIFE?
Influences from within a nation (Themes I: Objective b Theme II: Objective b)
Influences through global interdependence (Theme II: Objectives a.b.c)
To improve quality of life, what factors must be considered (Theme II: Objective d)
Concluding Issue/Question

Model Description: Key Question Model

This model focuses on key questions related to the concept of quality of life.

In the openers to the topic, a rationale for looking at global issues will be developed. Students will recognize that they are not only citizens of a nation, but also of the world. They will be introduced to the concept of interdependence, recognizing that decisions and actions taken in one part of the world have effects on other parts of the world. Students, through a brief overview of the world, will also recognize the geographic, political, economic, cultural and social diversity of the world. To conclude the openers, students will examine the concept of quality of life. After defining quality of life from their own viewpoints, students will compare these with those of people from other nations in order to conclude that there are differing perspectives on quality of life. This leads into the development of one of the key questions of the topic: ***What Factors Influence People's Perspectives on Quality of Life?***

Through a brief comparative study of countries from Africa, Asia and the Americas, students will gain an understanding of various factors within a society which influence quality of life. Then study will focus on how the interdependence of nations and peoples influences quality of life. Within the larger question, there are many opportunities to develop inquiry strategies for problem solving and decision making. For example, in studying environmental pollution and restoration, students might examine questions such as "Should the Canadian government implement a new tax on fossil fuels in order to encourage conservation and to fund research into cleaner energy forms?" or "What measures could be taken locally to reduce the amount of waste and garbage?" Teachers could also develop the issue "To what extent should our concept of quality of life be used as measure of quality of life in other nations?" as a conclusion to this section.

Student will next examine the question: *To Improve Quality of Life, What Factors Must Be Considered?* Study will focus on the various strategies that individuals or groups may take to improve quality of life. Students will be encouraged to evaluate these strategies.

To conclude the topic, students will focus on a question/issue that examines the personal involvement of individuals in global issues: *How Can Individuals or Groups Play a Role in International Issues?* or *Should We, As Individuals, Share the Responsibility for Meeting the Social and Economic Needs of Other People?*

OVERVIEW

This activity is designed as one of a series of openers whose purpose is to develop a rationale for students to examine the global issues which form the content of Topic B. Although these issues are often in the news, for many students global situations seem very removed from their lives. The purpose of this activity is to encourage students to recognize the need to expand their perspectives and to see themselves as part of a global "community," as well as to identify some of the issues which will be studied in the unit.

Students begin by considering their personal concerns. Then, through a categorizing and graphing activity students will recognize that many of our concerns focus on "here and now" problems. Through discussion students then will speculate on the factors which influence individual's perspectives and the possible consequences or dangers of having too narrow a focus. Students then are asked to brainstorm a list of "global" concerns and offer comments on how these relate to the lives of "average" Canadians. Follow-up may involve the design of a symbolic logo for one of the global issues or the collection of newspaper or magazine articles for files, scrapbooks or classroom bulletin boards.

Besides interpreting data from a graph, students will also practise participation skills in contributing to a class discussion. As well, students will develop their creative thinking and visual communication skills by designing a symbolic logo. In presenting their design and explaining its symbolism to the class, they will practise oral communication skills.

Students will also be encouraged to develop positive attitudes such as an interest in current international issues and an appreciation that responsible world citizenship includes recognizing the interdependent nature of the world.

PROCEDURE

1. Students are asked to write down a list of 20 concerns, worries, or problems which have occupied their attention in any way in the last few days. The teacher should avoid giving examples because this might influence students' mind set. After a few minutes, expand the time frame to the last few weeks or months.

   Make sure that students realize that the list is confidential – no one else will see it.

2. After students have at least 20 items or more on their lists, have them classify each item on their list according to the following categories.

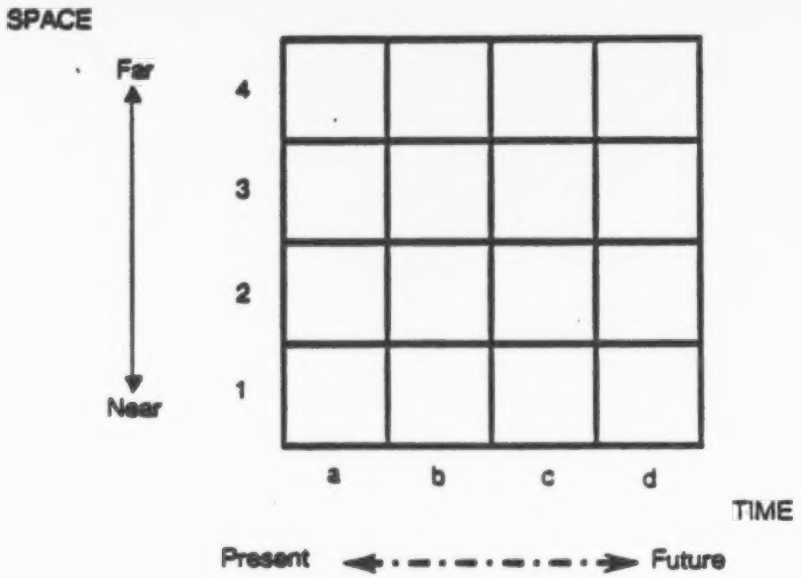
   SPACE: In the margin beside the item write number:
   (1) if the concern deals with FAMILY and SELF
   (2) if the concern deals with SCHOOL, COMMUNITY, CITY
   (3) if the concern deals with REGION, COUNTRY
   (4) if the concern deals with the WORLD

   TIME: In the margin beside the item write the letter:
   (a) if the concern is already over or will be in the next few WEEKS
   (b) if the concern will be over in the next few YEARS
   (c) if the concern will be over in your LIFETIME
   (d) if the concern will be over in your CHILDREN'S LIFETIME

   Thus, each item on the student's list should have both a number and letter beside it.

3. To speed collation of the class results, have students move into groups of four or five with one student appointed as the recorder. Groups tally the number of a1, a2, a3...b1, b2...c1...d1...items they have and the recorder writes down the group total in each category.

When the groups finish their tally, the recorder comes to the overhead or blackboard to record their tally through dots on a scattergram graph:



4. In a directed discussion the following questions are used:

   a) What conclusions can you draw from this graph about our perspectives?

   b) Do you think a random population sample would produce similar results? Why or why not?

   c) Why are most people's concerns of a "here and now" nature?

   d) What things influence people's different levels of concern? (The teacher might provide some examples here drawn from current events or personal examples.) For example, recent surveys show a lack of concern among teenagers about such sexually transmitted diseases as AIDS. Why might this not be of immediate concern? OR if someone is worried about whether their family will be evicted from their home, how concerned will they be about a unit test in social studies which will happen in two weeks?

      Students should recognize that it is natural for most people to focus on personal immediate problems before they consider impersonal future problems.

   e) Are there any dangers in limiting your perspective to too small an area? (Again, the teacher might stimulate discussion by providing examples drawn from students' experience and then expanding to more global examples. For example, a student in Grade 12 decides he or she wants to enter a program after high school, but then realizes he/she hasn't taken the prerequisite course in Grades 10, 11.) Students then provide further examples of times when they focused on a small area, only to have those efforts disappointed by an outside force. Regional, national, and global examples should then be developed.

f) What are some things happening in the world now which have or could have an impact on our lives?

g) Why is it important to know about these events/issues?

h) What are some of the problems/concerns which would be located in quadrants D3, D4?

5. Students work in small groups to brainstorm a list of "global issues."

   These should be collated with other groups to compile a master class list.

6. Suggested follow-up activities:

   a) Ask students to bring to class a clipping of a recent newspaper or magazine article related to one of the issues the class has identified.

      Students give a brief oral summary of the article to the class and suggest questions which the article raises. These articles are then put up on a bulletin board under a heading for the appropriate issues, or placed in a file for students to use later in the unit research.

      This can also be developed as a scrapbook activity (see *Teacher Resource Manual*, Social Studies 10 Topic A Model 2 for suggestions).

   b) Ask students to design a logo suitable for a poster or button which symbolizes one of the issues they have identified.

      To assist students, provide examples of logos used in business, etc., and have students discuss the symbolism and design qualities of effective logos. For example, the logo of the Amnesty International Human Rights Now Tour (clenched fist breaking free of a shackle) might be used.

      After students have created their logos, they present these to the class and explain the symbolism they have used. This has the advantage of providing the teacher with some knowledge of how informed students appear to be on these global issues.

EVALUATION: Much of this activity does not lend itself to formal evaluation. However, if students complete the logo assignment, they could complete a self-evaluation to hand in after their oral presentation with their completed logo. The teacher could also complete an evaluation and meet with the students to discuss any great variations in their evaluations.

PROJECT EVALUATION FORM

Name: ____________________________

Criteria:

	Student	Teacher
1. Choice of symbol shows an understanding of the issue	1 2 3 4	1 2 3 4
2. Evidence of originality and creativity in the design	0 1 2	0 1 2
3. Neatness and attractiveness of the finished product	0 1 2	0 1 2
4. Clarity of oral presentation (clear voice, prepared...)	0 1 2	0 1 2
	/10	/10
COMBINED TOTAL	/20	

ACTIVITY #2 - PREVIEWING A TEXTBOOK

OVERVIEW

To foster students' success, "study skills" should be taught, modelled and reinforced throughout the course. This activity is designed to directly review skills in reading a text. It would be best used right after the opening activities in the course. Students preview their textbook, identifying the possible information and resources contained in it and how these may be helpful to them. In doing so, students will also get an overview of the course content, as well as practise and reinforce skills in locating and organizing information. This activity can be extended with a review of or instruction in note-taking methods.

PROCEDURE

1. Begin by giving students a checklist of the parts of a textbook, such as the following:

CHECKLIST FOR PREVIEWING A TEXTBOOK

1. Title:
   a) What is the title of the text?
   b) Is there a subtitle?
   c) What does the title tell you about the kinds of topics this book will cover?

2. Front of Text:
   a) Which of the following are included in the text?
      - Preface
      - Foreword
      - Introduction
      - To the Student

   b) Look at the Table of Contents. List 4 topics this text will cover.

3. Back of Text:
   Which of the following are included in the text?
   a) Bibliography
   b) Epilogue
   c) Glossary
   d) Index
   e) Appendix

4. Sample Chapter — look at one chapter in the text.
   Which of the following are included in each chapter?
   a) Headings — list 3
   b) Introduction
   c) Objectives for the chapter
   d) Summary or conclusion
   e) Exercises or review questions
   f) Vocabulary identified
   g) Charts, graphs, pictures, etc.
   h) Words in italics, boldface type, highlighted sections (if so, what are these techniques used to indicate?)

2. After students complete their preview, focus discussion on why various features are in the text and what possible help or use they could be to the student. Discussion should conclude with students identifying several ways in which the text can help them personally.

   Students should also offer comments on whether they think the text is a good choice, explaining their reasons, and whether they think it will be helpful to students.

3. Follow this activity with a review of good note-taking techniques, using the text as the basis for the notes.

4. Throughout the course reinforce the use of previewing/surveying as students use individual chapters in the text.

EVALUATION: Informally evaluate the accuracy of students' preview work sheets.

ACTIVITY #3 – RELATIONSHIPS AMONG FACTORS INFLUENCING QUALITY OF LIFE: GRAPHING

OVERVIEW

The purpose of this activity is to have students identify the diversity and disparity in certain factors related to quality of life, identify the relationships/correlations among these factors, and hypothesize about the reasons for these relationships.

Students complete a series of bar graphs based on information from maps and tables about social conditions in selected countries from a world cross-section. They are then asked to note any patterns or relationships and to speculate on why these relationships might exist.

Through this activity, skills in locating, organizing and interpreting information, as well as skills in presenting information in graphs, will be highlighted. Students will also develop skills in the analysis and synthesis of information by identifying correlations, making generalizations and hypothesizing. Students will also be encouraged to appreciate the diversity that exists in the world and the differing perspectives on quality of life.

PROCEDURE

1. Begin with a brief review of the basic types of graphs (pie/circle, line or bar) and the purpose for which each is most suitable. This review should also include comments on the mechanics or conventions of constructing graphs (title, source of data, neatness, etc.).

2. Ask students to use bar graphs to compare various statistics about living conditions in five countries.

   In selecting the countries, try to get a cross-section of the world. You might broaden the sample analysed in the class by giving students different nations: for example, five students might complete bar graphs on Canada, Ivory Coast, Pakistan, North Korea, Peru; another five could look at Hungary, Ecuador, China, Saudi Arabia, Kenya, etc.

   Factors to graph might include:

   - infant mortality
   - life expectancy
   - medical care (doctors, nurses, midwives per 100,000)
   - literacy rates
   - % population with safe water
   - birth rate
   - rate of natural increase
   - food intake
   - % urban population.

   Any current maps or statistical tables can be used as the source of the information.

3. Once students have completed their graphs, ask them to identify patterns and relationships they have noticed. It may be necessary for the teacher to model this or facilitate this by asking questions. For example,

   - Compare the graphs you completed for infant mortality and literacy rates (two pieces of data).
   - What country on your graph had the lowest rate of infant mortality? Was the literacy rate for that country low or high?
   - What correlation can you make?
   - Ask another student to verify this relationship using another example.

- When you compare this relationship with x urban population figures, do you notice any other pattern? (Students now are asked to look at three pieces of data.)

If students make graphs on different sets of countries, it would be a good idea to have them work in small groups to verify their generalizations.

4. The students or teacher should write the generalizations the students have made on the board or overhead to summarize the patterns they have observed.

5. Working individually or as part of a group, students speculate on why the relationships they noticed exist. The teacher might introduce this by asking, for example, "why do you think that in countries with a low infant mortality rate, a high percentage of the people have gone to school?" Orally or in writing, students form their own hypotheses.

   The activity concludes with a discussion of how various aspects of quality of life are interrelated. Students might speculate on what would happen to various factors given "what if" situations, such as increasing pollution in industrialized countries.

EVALUATION: Formally evaluate the accuracy of students' bar graphs, their generalizations and their hypotheses.

ACTIVITY #4 - LEARNING STATIONS: THE EFFECT OF ENVIRONMENTAL SITUATIONS ON QUALITY OF LIFE

OVERVIEW

In this activity, students will select TWO from a number of learning stations based on various environmental issues. Through the core tasks in each station, students will explore the nature and extent of the selected environmental issue, its effect on quality of life, the causes of the problem(s), and alternative solutions to the problem. Through optional tasks in each station, students will also have the opportunity to enrich or apply their knowledge of the problem.

Through these stations, students will be practising many process skills, especially in the interpretation, analysis and synthesis of information. Each station might also include an activity that directly addresses the development of a diagnosed skill weakness. For example, the station might include instruction and practice in the identification of relationships among data presented in graphs, charts and tables. Because the stations involve the evaluation of various proposed solutions, students will also develop skills in critical thinking by judging the desirability and feasibility of these solutions. Creative thinking may also be enhanced by having students develop their own solutions to the problems studied or their own projects as optional tasks to complete. In completing their choice of the optional tasks, students will also practise their communication skills in presenting their findings. By selecting from a variety of resources and approaches, students will also be developing independent work habits.

Positive attitudes, such as an appreciation that there are varied approaches to the resolution of global issues and an interest in current international issues, will be encouraged.

While the original creation of learning stations demands a high degree of teacher time, these have a number of advantages. Learning Stations:

- provide opportunities for individual learning styles and preferences
- help students develop the attitudes and skills of independent learning
- increase student motivation by providing more freedom of choice
- give the teacher more opportunities to teach individuals (through individual conferences or checks of student work) and small groups (through tutorials, for example)
- allow for more self-evaluation and self-checks by students
- develop "renewing" resources in stations by including students' work from optional tasks.

One strategy to reduce the amount of time in developing a number of stations is to do this cooperatively with other teachers or the teacher-librarian.

Note: The following procedure does not model a complete station since that will depend on the resources available, as well as on the needs of the students. Rather, it provides some guidelines on the development of learning stations, as well as some sample tasks.

Possible Station Topics:

- deforestation
- desertification
- soil erosion/degradation
- environmental pollution - acid rain
- environmental pollution - the greenhouse effect
- environmental pollution - toxic waste
- environmental pollution - garbage disposal

STEPS IN THE DEVELOPMENT OF A STATION

1. **Prepare a rough plan:**

   a) Identify the knowledge, skills and attitude objectives of the station.
   b) Collect and assess resource materials. Try to provide for a wide range of learning styles here, by using:

   - pictures
   - posters
   - filmstrips
   - films
   - reference books
   - films/videos
   - brochures/pamphlets
   - maps, diagrams, tables, graphs
   - textbook
   - articles from magazines or newspapers
   - cartoons.

   The Canadian International Development Agency and United Nations organizations are valuable sources of current information.

   Insight, a catalogue of films on international development has been compiled by CIDA and the National Film Board.

   As well, efforts should be made to include materials that describe the environmental problem in both developed and developing countries. For example, for deforestation both tropical and temperate forests should be examined or for desertification both Mali and the Palliser Triangle can be used as illustrations.

   The station might also include suggestions for obtaining additional resources.

   c) Brainstorm ideas for the core and optional activities within the station.
   d) Sketch a rough layout for the station.

2. Prepare the station:

   a) Develop clear cut goals for the students. These should be posted prominantly in the station and identified in any student instruction handouts.

      For example:
      Upon completion of this station, you should be able to:

      - describe what deforestation is and identify areas of the world where this is a concern
      - describe and explain the causes of deforestation
      - explain the effects of deforestation on quality of life now and possible future effects
      - explain and evaluate various solutions to deforestation.

   b) Develop specific instructions for the core and optional tasks:

      - These tasks might be on a series of individual cards or on a handout that students can keep.
      - Core (required) tasks and optional tasks should be clearly identified by labels, colour-coding, etc.
      - The instructions should allow students to use varied sources based on personal preferences and to express the content/information in varied forms.

- Attention should be given to the clarity of the instructions. There should be a limited number of tasks; resource materials should be clearly identified; and students should be able to start work without teacher assistance.
- Attention should also be given to the attractiveness of the cards or handouts. Teachers might use lettering, colour, design, cartoons, etc., to enhance the appearance of the instructions. This can also be done through the optional tasks of students.

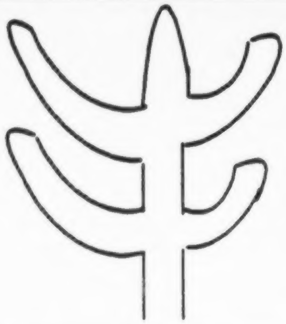
Note: Students should complete only one optional task from either of the stations. The second optional task can be a bonus project if desired.

Sample core tasks:

Focus on the problem:

Desertification

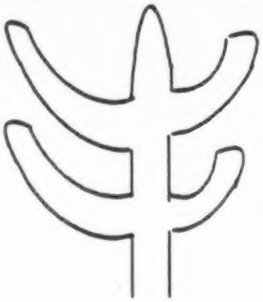
Materials: atlas, *Canada and the World* blank outline world map



1. Using the maps for annual precipitation (p. 121) and vegetation, shade in the existing deserts on the outline world map.
2. Using the map on pp. 115–116, label the countries which are likely to be affected by desertification.

Causes and Effects of the problem:

Desertification



Materials: chapter______in text__________
film ______________________
film ______________________
filmstrip___________________
article ____________________

1. Select any TWO of the resources listed above. As you read or view make rough notes in answer to the questions below:
   a) What are the major causes of desertification?
   b) How is the quality of life of people in these areas affected?
2. After you have collected your information, organize it by constructing EITHER
   - a webbing diagram, or
   - a chart.
3. Bring your completed diagram or chart to the teacher for credit.

Solutions to the Problem:

Desertification

Materials: folders on selected nations

1. Refer to the map of desert areas you constructed in Step 1 of "Focus on the Problem."
2. Select one nation that is affected by desertification.
3. Skim the materials in the folder on that nation to prepare a list of solutions used or proposed.

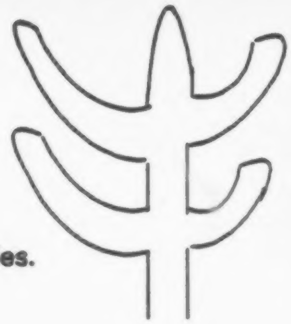
   For each solution you describe, comment on:

   - the advantages of the method used
   - the disadvantages of the method used
   - how effective the method seems to be (this should also include any reasons why the method is successful or unsuccessful).
4. Arrange a group of three or four with other station members who studied solutions used in other nations.

   Share the information you have gathered.
5. What conclusions can you reach about the most successful method(s) being used currently to restore desert areas?

   Write up your conclusions as a paragraph. Be sure to include specific examples from the nations you and your group looked at.
6. Bring your completed paragraph to the teacher for evaluation.

Optional



Desertification

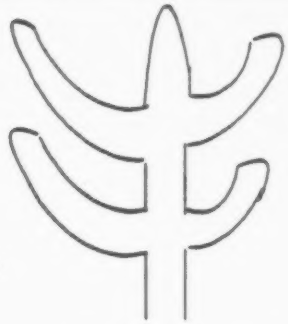
Write a letter to the embassy of the country you researched for solutions asking for information on current projects to halt the spread of deserts.

The ____________________ Almanac has the addresses for embassies.

Use *The Communications Handbook*, p. 124 for a model of a letter.

Before sending your letter, have a classmate edit it and initial the rough draft. Then bring your letter to the teacher for a final edit, then proofread it.

Optional

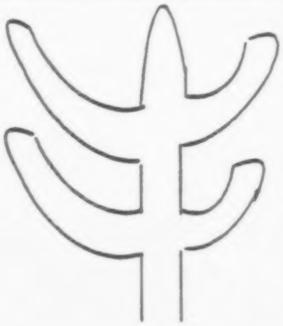


Deforestation

From the material in the station, list all the uses for trees that you can think of.

Present this list in a visual format, perhaps titled "The Value of Trees."

Optional



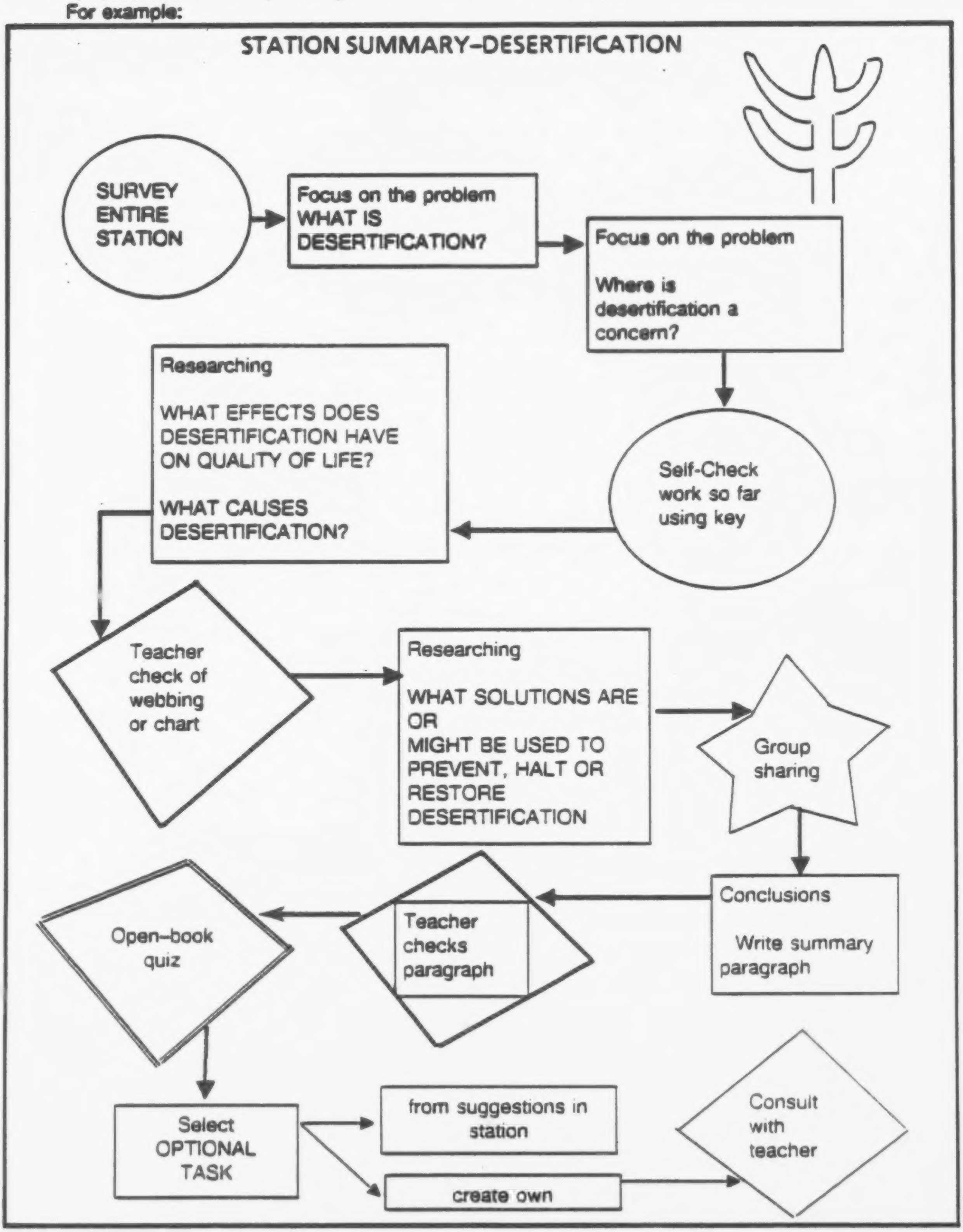
Environmental Pollution — Greenhouse Effect

Make a list of all the articles you can find in or around your home that use CFCs (chlorofluorocarbons).

Organize your list into two categories: necessary and convenient.

Present your findings in any format you consider appropriate. Consult with the teacher.

c) prepare a summary "Things to Do" list or flow chart to post in the station.
For example:



STATION SUMMARY–DESERTIFICATION

SURVEY ENTIRE STATION
Focus on the problem WHAT IS DESERTIFICATION?
Focus on the problem Where is desertification a concern?
Self-Check work so far using key
Researching WHAT EFFECTS DOES DESERTIFICATION HAVE ON QUALITY OF LIFE? WHAT CAUSES DESERTIFICATION?
Teacher check of webbing or chart
Researching WHAT SOLUTIONS ARE OR MIGHT BE USED TO PREVENT, HALT OR RESTORE DESERTIFICATION
Group sharing
Conclusions Write summary paragraph
Teacher checks paragraph
Open–book quiz
Select OPTIONAL TASK
from suggestions in station
create own
Consult with teacher

d) Collect resources and display materials, including a station title.

e) Develop necessary management systems.
These may include:

- a sign-out system for resources
- rules for the use of equipment, clean-up
- deadlines for completion of tasks
- creation of station checklists to record student work completed.

f) Developing evaluation procedures.
These may include:

- self-checking
- observation checklists of student participation and progress
- open book quizzes to encourage good note-taking
- student-created contracts for optional tasks
- student evaluation of what they liked and didn't like about the station along with comments of what else might be included in the station.

g) Set up station.

PROCEDURE

The effectiveness of stations is enhanced when they are incorporated into an overall instructional plan.

1. As an introduction to the topic of the effect of the environment on quality of life, have students view a film, filmstrip, or slides and/or read an article that surveys all the environmental problems examined in the stations.

   From this students would be more informed in their selection of two specific issues to examine, as well as having a general overview of all the areas.

2. Provide an outline of the stations, including the general objectives and instructions, behaviour expectations, evaluation, and time allotted.

   It is recommended that each station take a maximum of three hours for completion of core tasks.

3. After students complete the stations, the follow-up might include presentations of their work on an optional task.

EVALUATION: When stations are well-established, teachers are usually more free to use various forms of process evaluation. For example, teachers might use an observational checklist on student demonstration of independent work habits such as time management, organization, self-direction, etc. Teacher observations should be shared with students after the first station, so students can improve weaknesses in their second station choice.

Alternatively, students can evaluate themselves on their work habits and this can be compared with the teacher evaluation in a consultation.

Since the teacher will be engaged with many checks of individual work, there is not enough time to descriptively mark each station component. A holistic system should be used.

Some of the areas in the completion of core components should be checked or rated by the student.

STATION: Desertification Name______________________

Note:
U = unsatisfactory — this is work that must be redone to receive credit
A = adequate work
S = superior work
If desired, the quality of work can be further delineated by using A+ or S+ ratings.

	U	A	S
Completion of Core Components			
Notes — what is desertification?			
Map — areas at risk			
Self–check			
Webbing diagram — causes & effects Chart of desertification			
Notes — solutions in selected country			
Participation in group sharing re: solutions			

Paragraph — conclusions re: solutions

TOTAL Completion Score	/30
Open–book quiz	/15
Completion of optional task	/25
Student/teacher evaluation of time management and participation	/5

ACTIVITY #5 – CLOSURE: ASSESSMENT OF DIRECT AID AGENCIES

OVERVIEW

As a conclusion to Topic B it is important to have students consider such questions as "SHOULD WE, AS INDIVIDUALS, SHARE THE RESPONSIBILITY FOR MEETING THE SOCIAL AND ECONOMIC NEEDS OF OTHER PEOPLE?" or "HOW CAN INDIVIDUALS OR GROUPS PLAY A ROLE IN INTERNATIONAL ISSUES?" In discussing these questions, students will probably raise the provision of funding to various non-governmental agencies for international development.

In this activity, students are asked to apply the decision-making inquiry strategy, by researching such an agency and assessing its projects using a checklist of aid criteria. Students will present their findings and assessment orally to the class. After listening to the presentations, students are asked individually to decide which agencies/projects they would support and to explain their reasoning. The class as a whole may decide it would like to support one or more agencies/projects. If so, students should organize a plan to take action.

Through writing letters or making phone calls to gather information, presenting an oral summary report, creating a display of information, and explaining their decision, student communication skills will be developed. Skills in inquiry are also highlighted, with particular emphasis on critical thinking as students evaluate a number of alternatives. Participation skills will also be developed if students work with a partner on their research and presentation. If students decide to take action to support one or more agencies, they will develop skills in social and political participation.

This activity also encourages the development of such positive attitudes as the appreciation of varied approaches to the resolution of global issues, an interest in current international issues and empathy for others.

PROCEDURE

1. Begin by bringing a class various samples of ads or direct mail brochures (collected by teacher and/or students) which ask for direct assistance from Canadians for international development projects.

   Have students volunteer the names of other agencies that ask for direct assistance.

   Discuss how individuals or groups decide whether to support an agency and how to select an organization to support. For information on foreign aid, see *World Issues in the Global Community* by Harshman & Hanneli, John Wiley & Sons Canada Ltd., 1989, pp. 61-73. For ideas on criteria and guidelines, see *Tomorrow's World: An International Development Education Program for Secondary Students*, Canadian Red Cross Society, 1982, pp. 180–188.

2. Ask students to write a letter requesting information from one agency:

   - its budget and how it is spent
   - its general philosophy and its goals for foreign aid
   - the regions of the world where it operates or spends its funds
   - examples of the types of projects it is involved in
   - its sources of funds.

   Students can select an agency individually or to save time and simplify the analysis later, they can work with a partner for this activity.

   Names and addresses of these agencies can be obtained from almanacs such as *The 1988 Corpus Almanac and Canadian Source Book* under the heading "Associations and Societies — Charitable Organizations and International Relations."

3. To assist students with their letters, have them refer to a model in a Language Arts text such as *The Communications Handbook*, page 125.

   Alternatively, have the class draft an all-purpose "form" letter that students can use as a model for their own letters.

   Students should have their letter edited by another student, a parent (if possible), and the teacher before sending.

Note:	Steps 1 to 3 would have to be completed about 3 to 4 weeks before students start the analysis of the information they receive, to allow time for the agencies to respond.

4. Students should review or create a list of criteria to apply to aid projects. This might be done through:

   - a guest speaker from a large organization such as the Red Cross
   - a reading from the text
   - a film or video on international aid
   - criteria previously developed in the unit when looking at various approaches to improving quality of life.

5. When students have received their information, they use the checklist they have developed to prepare an oral presentation to the class.

   This presentation should also include a recommendation from the presenters on whether they feel this organization should be supported and their reasons.

   Students could also prepare a display for the classroom of the materials they received.

6. As students listen to the reports on the various agencies, they take brief notes. A chart which uses the criteria checklist would facilitate comparison.

7. After listening to all the presentations, ask students to make a decision on which aid organization(s) they would support. This could take the form of a paragraph submitted to the teacher.

   e.g., If you had $100 to donate to agencies for international development, which one or ones of the agencies that you've heard reports about would you support? Explain your reasons.

8. Report the results of students' decisions; at this point the class may decide on further action to support one or more of the groups.

   Students might also want to arrange for a representative from the group to speak to the class, if possible.

EVALUATION:	Formally evaluate students' letters of request, oral presentations, and paragraphs.

LEARNING RESOURCES

1. DEFINITIONS

1.1 In terms of provincial policy, learning resources are those print, nonprint, and electronic software materials used by teachers or students to facilitate teaching and learning.

1.2 **Basic Learning Resources** are those learning resources approved by Alberta Education as the most appropriate for meeting the majority of the goals and objectives of courses, or substantial components of courses outlined in the provincial programs of studies.

AND

Those productivity software programs (e.g., word processors, spread sheets, data bases, integrated programs) approved by Alberta Education that can be used to achieve important objectives across two or more grade levels, subject areas, or programs.

1.3 **Recommended Learning Resources** are those learning resources approved by Alberta Education because they complement Basic learning resources by making an important contribution to the attainment of one or more of the major goals of courses outlined in the provincial programs of studies.

1.4 **Supplementary Learning Resources** are those learning resources approved by Alberta Education because they support courses outlined in the provincial programs of studies by enriching or reinforcing the learning experience.

2. BASIC LEARNING RESOURCES

Three to ten print and/or nonprint resources have been authorized as basic for social studies instruction at each grade level.

The basic learning resources are those resources that Alberta Education has assessed as the best presently available for achieving the objectives of grade level social studies programs. These resources are available for purchase at 25% discount from the Learning Resources Distributing Centre and are listed in the 1988-89 Learning Resources Distributing Centre Buyers Guide.

Resources, once authorized as basic, retain this status for a minimum period of three years.

follows:

Course and Topic	Title	Publisher
20A	World History: Patterns of Civilization (Alberta Edition –1989)	Prentice–Hall
20B	One World (1989)	Reidmore
	World Prospects: A Contempory Study 2nd. edition (1987)	Prentice–Hall
23A	The Pageant of World History (Alberta Edition–1989)	Prentice–Hall
23B	Towards Tomorrow: Canada in a Changing World: Geography (1988)	HBJ
	World Issues in the Global Community (1989)	John Wiley

Note: Only new basic learning resources have been listed. Refer to the LRDC Buyers Guide and curriculum updates for additional information on basic and recommended learning resources.

SCOPE AND SEQUENCE

GRADE	TOPIC
Grade 1	Me and Others
Topic A:	My School
Topic B:	My Family
Topic C:	Other Canadian Families
Grade 2	People Today
Topic A:	People Nearby
Topic B:	People in Canada
Topic C:	People in the World
Grade 3	Communities
Topic A:	My Community in the Past, Present and Future
Topic B:	Communities Need Each Other
Topic C:	Special Communities
Grade 4	Alberta
Topic A:	Alberta: Its Geography and People
Topic B:	Alberta: Its People in History
Topic C:	Alberta: A Comparative Study with Quebec.
Grade 5	Canada
Topic A:	Canada: Its Geography and People
Topic B:	Early Canada: Exploration and Settlement
Topic C:	Canada's Link with Other Countries
Grade 6	Meeting Human Needs
Topic A:	Local Government
Topic B:	Greece: An Ancient Civilization
Topic C:	China: A Pacific Rim Nation

SCOPE AND SEQUENCE

GRADE	TOPIC	
Grade 7	People and Their Culture	
Topic A:	Culture	
Topic B:	Cultural Transition: A Case Study of Japan	
Topic C:	Canada: A Bilingual and Multicultural Country	
Grade 8	History and Geography in the Western Hemisphere	
Topic A:	Geography of Canada and the United States	
Topic B:	Canada: History to the Twentieth Century	
Topic C:	South America: A Case Study of Brazil	
Grade 9	Economic Growth: Differing Perspectives	
Topic A:	Economic Growth: U.S.A.	
Topic B:	Economic Growth: U.S.S.R.	
Topic C:	Canada: Responding to Change	
Grade 10	Social Studies 10 Canada in the Modern World	Social Studies 13 Canada in the Modern World
Topic A:	Canada in the Twentieth Century	Challenges for Canada in the Twentieth Century
Topic B:	Citizenship in Canada	Citizenship in Canada
Grade 11	Social Studies 20 The Growth of the Global Perspective	Social Studies 23 The Growth of the Global Perspective
Topic A:	Development and Interaction of Nations: Nineteenth Century Europe	The Development of the Modern World
Topic B:	Interdependence in the Global Environment	Challenges in the Global Environment
Grade 12	Social Studies 30 The Contemporary World	Social Studies 33 The Contemporary World
Topic A:	Political and Economic Systems	Political and Economic Systems
Topic B:	Global Interaction	Global Interaction